

## **HUB XC 433—THE BU CROSS-COLLEGE CHALLENGE--TEMPLATE SYLLABUS**

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, team work and communication skills. Students from any major will collaborate with both on- and off-campus sponsors exposing students to current challenges impacting BU and the City of Boston in areas such as arts management, technology, entrepreneurship, sustainability, and beyond. Some teams may also investigate enduring human questions such as inequality, social justice, and human creativity.

Faculty supervisors will develop a separate syllabus for each team tailored to the specific project. Each pair of faculty supervisors will decide which class sessions (or parts of sessions) to devote to content delivery, research and project design, presentations, and project oversight. While every team will complete a project proposal, preliminary bibliography and final report, make a concluding oral presentation, reflect on their experiences at the end of the semester, and submit relevant project-specific final products, the faculty will also determine the number and timing of intermittent assignments that students must complete.

The template syllabus is based on two regularly-scheduled 75-minute sessions per week, although some sections will be scheduled for one weekly two-and-a-half hour period.

BU HUB Objectives: XC 433 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, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.

--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. For some teams, the fruits of research will yield new approaches to enduring questions, or new artistic expressions, or fresh arguments.

--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.

--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.

### Plagiarism:

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.

**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/>

If you are in doubt, consult the professors.

Please note that classroom proceedings for this course may be recorded for purposes including, but not limited to, student illness, religious holidays, disability accommodations, or student course review. Note also that you may not use a recording device in the classroom except with the instructor's permission.

**Use of laptops (and other digital devices) is not permitted in class unless authorized by the instructors.**

### ASSIGNED READINGS:

In addition to project-specific materials selected by the instructors, most teams will use:

--Sandra Deacon Carr et al., *The Team Learning Assistant Workbook*

--William M. Doll, *Speak*.

### COURSE REQUIREMENTS:

As noted above, faculty supervisors will develop a separate syllabus for each team tailored to the specific project. Each pair of faculty supervisors will decide which class sessions (or parts of

sessions) to devote to content delivery, research and project design, presentations, and project oversight. The faculty members will also determine the relative percentages of the final grade that each separate assignment constitutes. Nonetheless, every team will complete the following assignments in a form determined by the faculty supervisors:

- Team Contract (Due Oct. 1)
- Project Proposal (Due Oct. 1)
- Preliminary Bibliography (Due Oct. 25)
- Open and Closed Peer Reviews (as Determined By Instructors)
- Final Report and/or Other Final Deliverables (Due Dec. 14)
- Concluding Oral Presentation (Week of Dec. 3)
- Reflection Questionnaire (Due Dec. 17)

### SCHEDULE OF MEETINGS

#### Week 1

Sept. 4--Introduction to the Course: Team Formation, Course Expectations and Project Descriptions

*Introductions; Discussion of XCC Expectations and Objectives; Team Formation and Description of Projects*

Sept. 6-- Teamwork: First Steps and Team Contracts (**Projects Assigned to Teams**)

*Student groups meet with Questrom Teaming Faculty to discuss teaming and group contracts.*

#### Week 2

Sept. 11—Introduction to Research and Information Literacy

*Instructors discuss important research resources and techniques in their specific project areas, as well as an overview of how to evaluate and situate sources in context. Discussions could focus on research strategies for collaborative interdisciplinary projects. Topics include electronic search strategies, evaluation of sources, data collection*

Sept. 13—Initial Meetings with Project Clients (This may take place any time in the first two and a half weeks of the course, depending on the client's schedule)

#### Week 3

Sept. 18—Developing Research Proposals and Project Contracts

*This session develops both Teamwork/Collaboration by finalizing the team contract and Team and Meeting Management strategies and Research and Information Literacy by working through the elements of a successful research proposal.*

Sept. 20—Work on Projects/Check Ins with Faculty

*Students present a description of their project and preliminary outline. Faculty work to help students refine their research question or project.*

#### **Week 4**

Sept. 25- Information Literacy Workshop with Ken Liss, Mugar Library

Sept. 27--Work on Projects/Check Ins with Faculty

### **RESEARCH PROPOSALS AND PROJECT CONTRACTS DUE MONDAY OCT. 1**

#### **Week 5**

Oct. 2—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 introduction of multiple strategies. The remainder of the session will be devoted to work on projects.*

Oct. 4—Oral Presentation Strategies: Speaking and Listening.

*Discussion of William M. Doll, Speak, as well as project-area appropriate skills for listening and oral presentation. Practice sessions for public speaking.*

#### **Week 6**

Oct. 9. **MONDAY SCHEDULE ON TUESDAY--NO CLASS MEETING**

Oct. 11. Status Updates with Clients

#### **Week 7**

Oct. 16 Work on Projects/Check Ins with Faculty

Oct. 18 Teamwork: Peer Feedback

*Students meet with Questrom Teaming Faculty and provide a mid-semester evaluation of their groups. Emphasis on Peer Feedback in a Team Setting.*

#### **Week 8**

Oct. 23 Creativity/Innovation

*Discussion of Project Area-Appropriate Approaches to Creativity/Innovation. This session may include readings on and/or consultation with on-campus or off-campus experts in the arts, creative writing, innovation, design thinking, or the creative process.*

Oct. 25 Work on Projects/Check Ins with Faculty  
(**PRELIMINARY BIBLIOGRAPHY DUE**)

### **Week 9**

Oct. 30. Work on Projects/Check Ins with Faculty

Nov. 1. Oral Communication: Oral Arguments and Extemporaneous Presentation

*In this session students will practice both making and evaluating oral arguments and participating in informal, extemporaneous oral communication (such as, for example, answering questions from an audience, conducting an interview in front of an audience, participating in a panel discussion).*

### **Week 10**

Nov 6. Work on Projects/Check Ins with Faculty

Nov 8. Work on Projects/Check Ins with Faculty

*Student groups present to their faculty team an initial outline of their deliverable product (i.e. website, report, proposal, poster) and report on what they will share at their next check-in with the project client*

(**PROJECT REPORT OUTLINE DUE**)

### **Week 11**

Nov. 13. Check Ins with Clients

Nov. 15. Teamwork/Collaboration: After Action Review

This session focuses on how teams can deploy an after action review process

### **Week 12**

Nov. 20. Work on Projects/Check Ins with Faculty

Nov. 22. **THANKSGIVING--NO CLASS**

### **Week 13**

Nov 27 Work on Projects/Check Ins with Faculty

Nov 29 Teamwork/Collaboration: Evaluation

### **Week 14**

Dec 4 Oral Communication: Dress Rehearsals of and Feedback on Final Presentations

Dec 6 Presentations to Clients

### **Week 15**

Dec 11 Conclusions and Reflections/Course Evaluations

**DECEMBER 15 XCC SHOWCASE AT TRUSTEES BALLROOM**

**PROJECT FINAL REPORT AND OTHER DELIVERABLES DUE, FRIDAY, DEC 14**

**REFLECTION ON PROJECT DUE MONDAY, DECEMBER 17**