

## **HUB XC 433 D1 —THE BU CROSS-COLLEGE CHALLENGE**

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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 affecting 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.

--By 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.

--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.

#### 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.**

#### **Assessment of Learning:**

-Developmental oral presentation, with annotated bibliography: 10%

-Active, prepared participation in all class activities, including performance as a contributing team member: 10%

- Final, formal presentation of the project to a school leader or group: 20%

-Scaffolding for the project, including reading responses, the proposal, status updates, and outline: 20%

-The deliverable project (a guide for college student activism in our era): 40%

## Schedule of Meetings

### Session 1: Monday, September 9: Introduction

- a. Introduction to the XCC
- b. Review of the Course Syllabus, including project summary and strategy.
- c. In-class exercise:
- d. Homework: Read “The Four Stages of the Antiwar Movement” from *The New York Times* <https://www.nytimes.com/2017/10/24/opinion/vietnam-antiwar-movement.html>

Read Chapter 1 from When We Fight We Win

Read Chapter X from Rules for Radicals

### Session 2: Monday, September 16: Foundations of Research Projects

- a. Lessons from readings
- b. Why and how do scholars do research, and what is the structure of a research-based project?
- c. Approaching a concrete research problem and writing a proposal
- d. Discuss teaming and team contracts – what are your strengths, and how can they contribute to a research team?
- e. Homework: Read sample research project proposals

Read Chapter 2 from When We Fight We Win

Read Chapter X from Rules for Radicals

### Session 3: Monday, September 23: Information Literacy and Establishing Early Goals

- a. Lessons from readings
- b. Lessons and questions from sample research project proposals
- c. Library resource orientation with librarian Paula Carey (hopefully?)
- d. Establish early research goals
- e. Homework: Complete team contracts and research proposal drafts

Read Chapter 3 from When We Fight We Win

Read Chapter X from Rules for Radicals

### Session 4: Monday, September 30: Moving from Concepts to Concrete Solutions

- a. Team contracts and research proposal drafts DUE
- b. Lessons from readings
- c. Brainstorming as a push toward creative thinking
- d. Reading for research
- e. Homework: Read Chapter 4 from When We Fight We Win.

Read Chapter X from Rules for Radicals

### Session 5: Monday, October 7th: Digging In

- a. Lessons from readings
- b. Project work time
- c. Discuss necessary contents of project status update
- d. Homework: Complete status update  
     Read Chapter 5 from When We Fight We Win  
     Read Chapters 1 and 2 from Change!

**Session 6: Tuesday, October 15<sup>th</sup> (Monday schedule): Digging In Part 2**

- a. Project status updates DUE
- b. Project work time – new goals established
- c. Lessons from readings
- d. Homework: Write an initial assessment of your work, and that of your teammates  
     Project work toward established goals  
     Read “These Are Your Rights at a Protest” from *Rewire*:

[https://www.rewire.org/our-future/protest-rights/?utm\\_source=facebook&utm\\_medium=pbsofficial&fbclid=IwAR3L951VNfQTVS7JWaCZtN9CHO9hjp1Jbni1TXJZGc58uEJAxWvtRYeg8Ew](https://www.rewire.org/our-future/protest-rights/?utm_source=facebook&utm_medium=pbsofficial&fbclid=IwAR3L951VNfQTVS7JWaCZtN9CHO9hjp1Jbni1TXJZGc58uEJAxWvtRYeg8Ew)

Read Chapters 3 and 4 from Change!

**Session 7: Monday, October 21: On Making Progress and Results Public**

- a. Guidelines for creating oral presentations and compelling visuals
- b. Guidelines for listening and responding to oral presentations
- c. Midterm visit from Questrom Teaming Faculty (hopefully?)
- d. In-class work on developmental oral presentation and working annotated bibliography
- e. Homework: Prepare developmental oral presentation and working annotated bibliography

**Session 8: Monday October 28: Developmental Oral Presentations and Working With Feedback**

- a. Developmental oral presentations and working annotated bibliographies DUE
- b. Using feedback – strategies for moving forward
- c. Project work in class – establish new goals
- d. Homework: Project work toward new goals  
     Read Chapters 5 and 6 from Change!  
     Read pages 3-35 from Mandela’s Way

**Session 9: Monday, November 4: Digging In Part 3**

- a. Project work in class
- b. Check-in/establish new goals
- c. Homework: Project work toward established goals  
     Read pages 39-53 from Mandela’s Way

**Session 10: Monday, November 11: Full Project Outlining**

- a. Project work in class
- b. Discuss needed elements for project outline
- c. Homework: Complete project outline  
     Read pages 57-84 from Mandela’s Way

**Session 11: Monday, November 18: Final Goals Established**

- a. Project outline DUE
- b. Discussion of outline and establishing new goals
- c. Discuss “teamwork after action” review
- d. Project work in class
- e. Homework: Work on final project

**Session 12: Monday, November 25: Dress Rehearsals**

- a. Discuss showcase presentation guidelines
- b. Work on presentation during class
- c. Homework: Finalize project document

**Session 13: Monday, December 2: Final Project Due**

- a. Final document DUE
- b. Work on showcase presentation in class

**Session 14: Monday, December 9:**

- a. Preparation for XCC Showcase presentation
- b. Course evaluations