

**HUB XC 420 A1 —THE BU CROSS-COLLEGE CHALLENGE**  
**Spring 2022**

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**Project: Title:**

**Unheard Voices: Deconstructing The Dominant Narratives By Inclusion**

**Course Information**

**Instructors:**

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OH: T 2:00pm-3:00pm and by appt.

**Class Meeting Times: Tuesday 3:30pm -6:15pm**

**Location: CGS 421**

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**Course Description:** The Cross-College Challenge (XCC) offers a unique project-based learning experience in which interdisciplinary student teams from across BU's undergraduate colleges tackle real-world problems. Students learn and develop collaboration, communication, problem-solving and leadership skills. Following an interdisciplinary approach, students are assigned to a diverse project team where they will conduct significant research and address a substantial, compelling challenge. In collaboration with community partners, student teams work on issues in areas such as technology, social impact, education, sustainability, arts communication, or explore enduring human questions such as inequality, social justice and human creativity.

**Project Description:** Given the racial injustice and the current pandemic challenges society faces today, it is imperative that higher education institutions create equitable spaces and opportunities to include the voices and experiences of marginalized communities that feel secondary and peripheral in a dominant discourse. Little attention has been paid over the years to exploring the lived experiences and expressed viewpoints of other ethnic communities. The feeling of invisibility and watered-downed identities are delegitimized further by the absence of presence and cultural compartmentalization by race and color, in a society that prides itself ironically enough, as one that values equity and democratic principles.

Our project is to create a series of podcasts that share knowledge and thoughts from communities that often feel marginalized and invisible in the national equity and democratic discourse. To bring together some of the unheard voices and intersectional groups (E.g. Asian, Latinx, LGBTQ and Deaf cultures) to talk about their experiences and how they feel about equity and democracy and how it impacts their daily lives and experiences. Under faculty supervision students will develop, facilitate and host a series of conversations that cover several topics on equity and democracy. Working with our Community Partner, Wheelock EDI Committee, we will focus on bringing in speakers inside and outside of Boston University (including students) to share their experiences and perspectives and hold a series of conversations with experts and constituencies representing communities who are concerned about their exclusion in this dominant narrative. Through these podcasts, students will continue to help Boston University cultivate an environment that fosters critical dialogue, social inquiry and ethical reasoning where communities feel respected, included and legitimized. More importantly, by sharing the knowledge and experiences of those often marginalized communities, students can work at solutions that will provide a more effective legitimization of these voices into the conversations and narratives that are currently absent in our national discourse in American society.

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## HUB UNITS

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### 1. Creativity/Innovation

As teams work on their projects and address specific challenges throughout the semester:

- Students learn creativity as an iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback. They will be able to identify individual and institutional factors that promote and inhibit creativity.
- Students engage in creative activity by conceiving and executing original work as part of their team.

### 2. Digital/Multimedia Expression

As students work on the various steps of completing both their course assignments and group project, they will develop their skills and use of digital multimedia expression. BU students “receive information and experience the world through websites, videos, and podcasts. They must be able not only to consume and appreciate these and other forms of digital expression, but to evaluate and produce them.” Explicit instruction will be provided such that:

- Students will be able to craft and deliver responsible, considered, and well-structured arguments using media and modes of expression appropriate to the situation.
- Students will be able to demonstrate an understanding of the capabilities of various communication technologies and be able to use these technologies ethically and effectively.
- Students will be able to demonstrate an understanding of the fundamentals of visual communication, such as principles governing design, time-based and interactive media, and the audiovisual representation of qualitative and quantitative data.

### 3. Research and Information Literacy

By engaging in substantial research to complete their projects, and following an iterative process for creating a project proposal, completing interim assignments and a final report:

- Students search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.
- Students understand the overall research process and its component parts, 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.

### 4. Teamwork/Collaboration

Students are assigned to a team and receive explicit training in teamwork. Through this sustained collaboration on the project, and through the completion of a team contract and project plan:

- Students will learn the characteristics of a well-functioning team.
- Students will engage the tools and strategies for working successfully on a diverse team, including assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

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### Course Materials:

#### Team Learning Assistant (TLA)

We will use the Team Learning Assistant (TLA) software for collaborating on teamwork. Students will receive instructions on how to use the TLA, when Questrom faculty visit the class during the early part of the semester. The link to the TLA is on Blackboard.

Ball, Cheryl E., Jennifer Sheppard, and Kristin L. Arola. *Writer/Designer: A Guide to Making Multimodal Projects*. 2nd Ed. Boston: Bedford St. Martin's, 2018.

Sue, Derald Wing. *Race Talk and The Conspiracy of Silence*. John Wiley & Sons, 2015.

### **Additional Readings and Materials:**

All project-specific readings, Ted Talks, Pod Casts, and research materials will be posted on our Blackboard site.

### **Graded Assignments**

#### **1. Team Contract (10%)**

Through this course, students will receive explicit training in Team Learning Assistant (TLA) software. This software will cultivate students' ability 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. Teams will discuss and use digital platforms to write up specific team project goals, roles/responsibilities, processes and interactions. A preliminary project schedule will also be included. The roles and project schedule will be updated and adapted throughout the semester as teams work on their projects and track their progress.

#### **2. Team Project Proposal (10%)**

A project proposal is a concise and coherent summary of a proposed project that represents the basic plan of how students expect to accomplish the goals of the project. This project proposal should propose a **strategic plan** on what steps can be taken to build from the project description; includes well-structured arguments and clearly identifies a digital or media project deliverable specific to each team. Proposal to be reviewed by faculty who provide feedback, revision to be submitted to community partner. Foundation for final DME deliverable.

**The project proposal should follow a logical sequence right through the conclusion and include the following sections:**

- a) ***Introduction*** (with a clearly stated research question)
- b) ***Background***
- c) ***Methods & Creative Techniques*** (including, if applicable, Interdisciplinary, Assessment, Dissemination),
- d) ***Deliverables***
- e) ***Timeline*** (this may be included as an exhibit)
- f) ***Collaboration with Faculty***
- g) ***References Cited*** (include in an additional page within the project proposal).

The completed, polished proposal will be shared with the Wheelock EDI Committee. This assignment will help students develop their 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.

The project description is a 3 page (max) description of the project. Students will create a description of the project based on their understanding of the proposed challenge/problem. Teams will deliver a 5-7 minute presentation of their proposal and stand for 3-5 minutes of Q&A from the community partner.

### 3. Annotated Bibliography ( 5%)

In order for researchers to understand and organize their sources better and discover patterns and shared themes, they create annotated bibliographies. This tool is a bibliographic list of sources with a summary and evaluation of their usefulness for research on a topic, generally done by a researcher to show someone else how the sources will be used in their writing. You will be writing an annotated bibliography, the annotations in your bibliography, however, should show its usefulness for your own research and your project. The five required components are:

1. **FORMATTING:** Keep a bibliography or “Works Cited” for everything you read
  - a. Follow proper formatting; MLA.
2. **GENRE:** When composing your annotation, first determine what kind of source you are describing.
  - a. You will not always need a full sentence for this step, especially because the citation itself will often indicate the nature of the source (e.g. the citation itself will clearly indicate paintings, musical works, books, etc.)
  - b. In some cases, such as when you cite a novel or short story, the bibliographic entry may not distinguish your source from other similarly formatted items (such as scholarly books, articles or essays). In this case, be sure that your annotation mentions the source’s genre (e.g. “A short story about. . .”).
3. **SUMMARY:** For each annotation in your bibliography, the first sentence or two should summarize the source’s content. Some things you might address are:
  - a. What are the main arguments (if any)?
  - b. What is the source’s main point?
  - c. Which topics does the source cover?
  - d. How would you answer the question: “What is this source about?”
4. **ASSESSMENT:** The second part of your annotation should evaluate the source.
  - a. What is the source’s significance?
  - b. What are the goals of or motives behind the source?
  - c. How well does the source accomplish those goals?
5. **REFLECTION:** At this point, you should conclude your annotation with a reflection on the source.
  - a. Is it useful to you?
  - b. Might it be useful for later research projects?
  - c. How was it or might it be useful?
  - d. What role does the source play in your current research?

Note that an annotation is other-descriptive; in it, an author describes another’s source, its content and purpose, its quality, but also adds some evaluation of its usefulness for a course. Use the present tense, and reference the author for example, “Lamott offers,” “Lamott includes...” etc. If there are two authors, use both their names, e.g., “Lamott and Rossi argue,” which you can interchange with “the authors.” If there are more than two authors, you can either write the name of the first with “et. al.” (“Lamott, et. al. argue”) or write “the authors argue.”

#### **4. Mid Semester Peer Feedback**

Peer review involves sharing one's writing and ideas with a group of peer readers who offer feedback and suggestions for improvement. Throughout the semester, students will review one another's work in both open and closed peer reviews. An open peer review occurs when the writer knows which student is reviewing his/her writing, while a closed peer review is a review done anonymously. The peer review assignments will help students develop their ability to give and receive feedback, and engage in meaningful group reflection that inspires collective ownership of results.

#### **5. Individual and Team Deliverables (25%)**

These assignments help students demonstrate their ability to research using a range of scholarly and non-scholarly resources, as well as engage them with understanding, appreciation, and critical judgment. They require reflection on how research, reading, writing, and editing practices differ for varied audiences, genres, and purposes. Students will use media and modes of expression appropriate to the situation, and gain an understanding of the capabilities of various communication technologies and be able to use these technologies ethically and effectively. Students will also acquire an 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 will allow students to exercise their own potential for engaging in creative activity by conceiving and executing original work as part of a team.

#### **6. Final Project Delivery (40%)**

Each team will deliver a final product presentation for the Wheelock EDI Committee, which will include both an oral delivery and supporting document plan. For the concluding oral presentation, students are required to use either PowerPoint, Adobe Spark, or Prezi for the presentation. The presentation will be a group presentation that is 12-15 minutes long. Then, a question-and-answer period will follow, and the group will respond to questions about the project.

The presentation for the HUB XCC Showcase should include the following:

- 1) Overview of final product
- 2) A breakdown of decisions made and milestones achieved. Did you meet your goals, were you late, or early? How did this impact your final product?
- 3) How did the community partner receive the product/recommendation? How did it meet your partner's original needs? How did the team address "feature creep" or the partner's evolving goals?), the primary focus of the presentation should be on your final deliverable.

This assignment will help students: develop their ability to craft and deliver responsible, considered and well-structured oral arguments using media and modes of expression appropriate to the situation; demonstrate an understanding that oral communication is generally interactive, while also attending and responding thoughtfully to others, and develop their ability to speak effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.

#### **7. Reflection Project/Paper (15%)**

This assignment offers students the opportunity to reflect on their learning experiences and progress during this course. For this assignment students will create a ‘Reflection’ page and document their thoughts about the new skills and knowledge that they are acquiring/have acquired through this project in each of the following XCC learning capacities: market research, online and oral communication, and creativity and innovation. Like other assignments in this class, students are expected to think creatively about how they could utilize the various multimedia features to document their learning reflections. Following are a couple of formats possible for this assignment: i. a picture-essay, where students use at least five different images (selfies welcome!) and/or short video clips to describe and illustrate specific skills that they have learnt in this course; ii. a vlog, where instead of writing, students can make a video that articulates and illustrates their learning from this course. Students are encouraged to discuss their preferred format for this assignment with the instructors early on in the semester. Whatever the format, the assignment should aim to answer the following reflective questions:

- a. Where can the reader/viewer see evidence of your writing and research skills?
- b. Where have you demonstrated your creativity and innovation?
- c. What has been your experience of working in a team?
- d. What has this interdisciplinary cross-college challenges experience meant to you?
- e. How do you think the skills and knowledge from this course will translate to your future workplace?

## 8. Class Participation (20%)

Class participation is an essential ingredient in the learning process. We expect you to learn by actively participating in discussions and by observing your classmates participate. Neither activity is possible if you are absent; therefore, your presence in class is vital. To participate actively, you must be well prepared. This means more than just reading the assignments before coming to class. It means analyzing the issues ahead of time. We urge you to use your team to prepare before coming to class.

## Evaluation

The course is designed around a 100-point scale. As a result, for each graded assignment, you will receive a number grade and a letter grade. At the end of the semester, we will total your points out of 100, and this will be your course grade. The percentages of those 100 points are:

Team Contract	10%
Project Proposal	10%
Annotated Bibliography	5%
Ind./sm team Deliverables (3)	30%
Team Concluding Presentations	15%
Reflection paper	10%
Class Participation	10%
Showcase Participation	10%
<b>Total:</b>	<b>100%</b>

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## Additional Digital/Multimedia Tasks (DME):

- Interactive post with video biography (individual)

- Podcast style interview with teammates to discuss creativity/innovation relevant to the project
  - Teams create shared project board using: <https://miro.com/> or <https://jamboard.google.com/>
  - Team Feedback (individual – quantitative and qualitative performance feedback to all team members, using TLA web tool) [see TLA]
  - Drafts or review of specific stages/phases of the project deliverable (e.g., website/blog, video, podcast)
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## **Course Expectations and Academic Conduct**

### **1. Attendance**

This course has a mandatory attendance policy. Moreover, promptness and preparation are expected. Each of you, however, is granted one absence without penalty. It is your responsibility to use your absence wisely, i.e., if you know that you will need to miss a day for family or religious reasons, save a day for that miss.

### **2. Expectations**

This is a student-centered course, primarily organized around project-based learning. Students aren't expected to be experts in their project area; instead all team members are expected to use the project as a learning opportunity to address a substantial problem and produce a tangible product (physical object, film, exhibition, website, work of art, essay, etc.) over the course of one semester. As a result, to be successful, students must come each week prepared to initiate and engage in their own learning.

### **3. Use of Blackboard**

We will use Blackboard as our course website. It will include links to the different resources and tools that we will be using in this course and any other relevant instructional materials. Important course related announcements and information will also be communicated via Blackboard. It is important that you check the course website regularly.

### **4. Deadlines**

Students are expected to meet all course and client deadlines. However, if there is ever an issue in meeting the deadlines, please don't hesitate to communicate with the professors and seek their help. Communication is key.

### **5. Course Members' Responsibility for Ensuring a Positive Learning Environment**

All students are responsible for creating a positive learning environment. In this course, much of that responsibility will be met through participation in class as well as in your teams. Engaged and informed participation in class discussion represents 10% of your final grade. The quality of your commentary matters more than the quantity; however, make an effort to contribute regularly during the entire semester. While we are aware that there are different learning styles and levels of comfort speaking in public and we want to honor those differences, it is still important to practice entering the conversations and voicing your thoughts in our class discussions. If you are having difficulty speaking in class, make an appointment to see us to talk about strategies to increase your participation. By contrast, if speaking in class comes easily to you, be aware of permitting other voices to be heard. In responding (or reacting) to classmates' comments and work, please also be aware of your own unconscious bias or blind spots. In general, then, we expect students to maintain the highest standards of civility and respect for one another in the classroom and for all guest speakers.

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## **HUB XC420 COURSE POLICIES**

Students are expected to read and comply with Boston University's Universal Academic Conduct Code for Undergraduate Students: <http://www.bu.edu/academics/resources/academic-conduct-code/>

Please note the following, which are of particular relevance to the XCC:

Plagiarism: The presentation of another's work as your own, even by mistake -- is a violation of BU's Academic Conduct Code. Plagiarism may result in failing this course and possible additional penalties.

Rules governing teamwork:

1. No team member shall intentionally restrict or inhibit another team member's access to team meetings, teamwork-in-progress, or other team activities without the express authorization of the instructor.
2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.

Recording: 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. Students may not use a recording device in the classroom except with the instructor's permission.

Laptops: Use of laptops (and other digital devices) are permitted at the discretion of your professors.

*If you have any questions or concerns, consult the professors.*

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## HUB XC420 - COURSE SCHEDULE

### Week 1

Tuesday 1/25th

#### **Part 1: Introduction to the Course: Team Formation, Course Expectations and Project Descriptions**

- Introductions; Discussion of XCC Expectations and Objectives; Description of Project and Our Community Partner, Wheelock EDI Committee and discussion of relevant course content.
- Overview of the relevant 4 Hub units
- Introduction to project scheduling (pre-production, production, post-production)

#### **Part 2: Digital Multimedia Expression and Teamwork: First Steps**

- Discussion on how to craft and deliver responsible, considered, and well-structured arguments using different media and modes of expression appropriate to the rhetorical situation of different mediated modes of expression.
- Introduction to teamwork

Assigned Readings: *Writer Designer Chapter2: 34-50/Race Talk: Chapter 1*

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### Week 2

Tuesday 2/1st

#### **Part 1: Introduction to Creativity/Innovation**

- Approaches to creativity/innovation. Principles of design thinking, creativity as a process, brainstorming, and solving ill-structured problems.
- Fundamentals of visual communication, principles governing design, time-based and interactive media.
- Instruction on how to do peer reviews of student work



## **Part 2 Creativity and Innovation / Digital Multimedia Expression-**

*Due: pre-production plan draft (information architecture, script, resources)*

- Instruction on creativity/innovation as a learnable, iterative process.
- Discussion and instruction on podcasts: In class podcast interview activity to discuss creativity/innovation
- *Homework: Ted Talks of Project Proposals /Project Based Reading Posted on BB*

Assigned Readings/Listenings: *Writer Designer Chapter 4: 86-110; Race Talk : Chapter 2*

***Due: Individual Audio Assignment***

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### **Week 3**

**Tuesday 2/8th**

#### **Part 1: Teamwork/Collaboration: Team Contracts**

- Development of the Team Contract
- Team Learning Teaching Fellows will lead class instruction on effective team dynamics, GRPI Discussion of how to write the contract, and drafting goals, roles, etc.
- Discussion of strategies for collaborative interdisciplinary project
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**Part 2: Meet with our Community Partner: Wheelock's EDI Committee**Assigned Readings: *Writer Designer Chapter 2 : 34-50/ Race Talk : Chapter 3*

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### **Week 4**

**Tuesday 2/15th**

#### **Part 1: Introduction to Research and Information Literacy**

- *Due: Team Contract*
- Discussion on research and information literacy.
- Strategies for use of digital media appropriate to the project focus.
- Instruction on how to use a digital tools such as Jamboard or Miro to think through the various elements of a project together as a team.
- Guest speaker: Mugar librarian

#### **Part 2: Project work/ Faculty check-in**

***Due: Ted Talks of Project Proposals***

*Homework: Drafts of Annotated Bibliographies*

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### **Week 5**

**Tuesday 2/22nd**

**Holiday/Monday schedule – no class meeting**

- Use time this week to check in with each other and/or with Community Partners

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**Week 6**

**Tuesday 3/1st**

**Part1: Information Literacy Workshop**

- *Due: Draft of Project Proposal*
- Library Resources partner to lead workshop
- Discussion of research, writing annotated bibliography.
- Peer review Annotated Bibliographies

**Part 2:Part 1: Teamwork/Collaboration: Team Contracts**

- Development of the Team Contract
- Team Learning Teaching Fellows will lead class instruction on effective team dynamics, GRPI Discussion of how to write the contract, and drafting goals, roles, etc.
- Discussion of strategies for collaborative interdisciplinary project

Homework: Revise Final Project Proposal/Assigned Readings: *Writer Designer Chapter 5: 111-144; Race Talks: Ch 4*

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**Week 7**

**Tuesday 3/8th**

***Spring Recess, Classes Suspended***

- Use time this week to check in with each other and/or with Community Partners

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**Week 8**

**Tuesday 3/15th**

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**Part 1 Creativity and Innovation / Digital Multimedia Expression-**

*Due: pre-production plan draft (information architecture, script, resources)*

- Instruction on creativity/innovation as a learnable, iterative process.
- Discussion and instruction on podcasts: In class podcast interview activity to discuss creativity/innovation

**Part 2: Project work/Faculty check-in and/Community Partner meeting**

- *Due: Status update*
- Project update

Homework: *Ted Talks of Project Proposals /Project Based Reading Posted on BB*  
Assigned Readings/Listenings: *Writer Designer Chapter 4: 86-110; Race Talks: Ch 5-6*

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**Week 9**

**Tuesday 3/22nd**

**Part 1: Project work/Faculty check-in**

Teamwork session

- Teams can check in and update Team Contract or writing roles

**Part 2: Project work/**

Due: Project Report Outline, post-production update

- Through multimodal writing, student teams present (to the faculty and class) 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 Community Partners

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**Week 10**

**Tuesday 3/29th**

**Part 1: Check in with Community Partner**

- *Due: Status Update to community partner*

**Part 2: Teamwork/Collaboration: After Action Review**

- This session focuses on how teams can deploy an After Action Review process to reflect upon their work and learn from their process.
- ***Due: TLA readings and worksheets on Step 5: AAR.***

**Week 11**

**Tuesday 4/5th**

**Part 1: Project work**

**Part 2: Community Partner Check-in**

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**Week 12**

**Tuesday 4/12th**

**Part 1: Workshop: Review Final Deliverable**

- *Due: Post-production update*
- Review/present final deliverable to faculty for feedback.

**Part 2: Peer Review of Deliverable to Community Partners**

- Teams present their final deliverables to classmates, engage in peer review of deliverables

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**Week 13**

**Tuesday 4/19th**

**Part 1: Presentation of Final Deliverable to Community Partners**

- Discussion with/Presentation to community partners

***Due: Final Project Deliverable***

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**Part 2: Teamwork/Collaboration: Adjourning and Reflection**

- This session focuses on adjourning the team experience, discussing lessons learned through team-work, and evaluating team member performance.

Discussion of Reflection Assignment due next class.

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**Week 14**  
**Tuesday 4/26th**

**Part 1: Conclusions and Lessons Learned/Course Evaluations**

- *Due: Reflections on Lessons Learned*

**XCC SHOWCASE** – Final, public presentation of team project work, required of all XCC participants –  
Friday May 6<sup>th</sup>