

***Strategies for Social Impact through Sustainable Development:
A Harvard Business Simulations and Cases Approach***

IDH 3034 RVW 1218

A Two-Semester Course: Fall 2021 and Spring 2022

August 25 – December 8, 2021 and January 12 – April 27, 2022

Zoom Meetings Wednesday 2:00 – 4:45 pm

Online Live: asynchronous, synchronous, Zoom meetings



Hortensia E. Sampedro

Adjunct Professor | Honors College | FIU

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Office Hours: Immediately after class

I will respond to Canvas email, M – F, within 24 hours response or sooner

All assignments due Sunday EOD or by Wednesday class, per Canvas schedule

HOW TO SUCCEED IN THIS COURSE

1. Participate thoughtfully in class each time. 30% grade. Individual.
2. Write “Sampedro Tweets” that show insights into the reading assignment. 30% grade. Individual.
3. Collaborate with team mates actively on assignments. 40% grade. Team.
4. Timely submit all work. Due to the nature of the class, no late work can or will be accepted.
5. Be flexible. Due to the changing nature of the content of this course, assignments or their order may likely change somewhat during the semesters.

SUMMARY

In this 16-week semester, you will learn about the first 8 United Nations Sustainable Development Goals and collaborate on projects. Weekly readings are mostly a few pages and simulations are held in class.

Readings are due on Sunday nights. All other work is due for Wednesday class.

Grades are based on your quality of participation in class and thoughtfulness of your writing (no more than 40 words {“tweets”}) on the reading assignment. Grades presume that you start with 100% and only lose points. Grades are 30% class participation, 30% “tweets”, and 40% teamwork, simulations assignments.

Next semester, you will learn about the other 9 UNSDGs. BONUS: If you and your team have a serious interest and idea, you may participate with your project idea for a \$250,000 grant with [Morgan Stanley Sustainable Solutions Collaborative](#)

This course is suitable for Honors students from all disciplines who have the maturity and interest.

COURSE DESCRIPTION

Come to learn with a practical bent. Prof. Sampedro brings a rich depth of experience and practical approach from her experience with multinational corporations, international banking, geopolitical assessment, external country debt negotiations, strategic management and marketing, and philanthropy to the course.

Grow globally. This is a Global Learning Course that counts toward your Global Learning graduation requirement and the prestigious Excellence in Global Learning Medallion¹.

Prepare to create your future. Social problems impacting sustainable development are approaching critical levels not seen in the history of humanity. In order to address these problems in a timely fashion, it requires the collaborative response of corporations, nonprofits, governments, and NGOs. This collaboration needs to be coordinated from the community level to the global level, which requires different social, technological, and capital resources. The purpose of this two-semester course is to explore the complexities of the problems and social impacts, specifically in terms of the UN Sustainable Development Goals (UNSDG). This course prepares the student to live in the 21st century and gives them the mental framework and skills that will be applicable regardless of the career path chosen by the student.

UNSDG (sdgs.un.org) covers 17 areas of the most critical social problems of the 21st century. These will be discussed during the two semesters with select Harvard Business Simulations and Cases as well as selected readings and videos.

First Semester Topics: No Poverty, Zero Hunger, Good Health and Well-Being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth.

Second Semester Topics: Industry, Innovation and Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Peace, Justice and Strong Institutions, Partnerships for the Goals.

- **Pre-Requisites**
 - DE, sophomores, juniors and seniors in the Honors College.

COURSE OBJECTIVES AND MODULE OBJECTIVES

Upon completing this course, students will be able to:

1. Identify the current 17 USNDG critical social problems of the 21st century
2. Compare potential approaches from the community level to the global level
3. Evaluate applicable social, technological, and capital resources and practices
4. Create innovative alternatives for a collaborative response of corporations, nonprofits, governments, and NGOs to these problems with sustainable development practices

¹ GoGlobal.fiu.edu/medallion

Module objectives are identified in each Canvas module respectively

REQUIRED COURSE MATERIALS

1. **Wall Street Journal (WSJ)** - no cost. Online subscription through FIU library.
2. **BOOK - THE LITTLE RED WRITING BOOK** by [Brandon Royal](#) – no cost. Available in public libraries, FIU Library, and online. You may purchase a copy for your own use if you so wish.
3. **FALL 2021 COURSEPACK** - Harvard Business School Publishing (HBSP) **Coursepack** must be downloaded by each student for a fee. This Coursepack is under \$100.
 1. Register with HBS at <https://cb.hbsp.harvard.edu/cbmp/login>
 2. Download Course Pack: Fall 2021 URL: <https://hbsp.harvard.edu/import/834082>
4. **READINGS** - no cost. Required articles, papers, videos, vimeos, are listed in the Syllabus per the Course Assignment Schedule –These are available on the Internet.

COURSE ASSIGNMENT SCHEDULE – (SUBJECT TO CHANGE)	
<p><i>Strategies for Social Impact through Sustainable Development: A Harvard Business Simulations and Cases Approach</i> IDH 3034 RVW 1218 A Two-Semester Course: Fall 2021 and Spring 2022 August 25 – December 8, 2021 January 12 – April 27, 2022 Online Live: Online, synchronous, Zoom Zoom Meetings Wednesday 2:00 – 4:45 pm</p>	
Module Class / Date	<p>Assignments Please note, session topics and activities may be subject to change during the course to adjust to changing situations. Please always check Canvas for the latest updates. Assignments are due prior to Zoom meeting. Please use the article name and authors given to find the article on the internet if the hyperlink fails.</p>
	<p><i>All Assignments are for Wednesday class except Readings which are due Sunday night.</i></p>
Week 1 Aug. 25	<p>TOPIC: Orientation and Foundational Readings</p> <p>Introductory/ organizational meeting. Self-introductions. Course expectations. Canvas and Coursepack access, syllabus review. Grading practices and policies, assignment deadlines,</p>

	<p>open forum. Assigned readings, writing, exercises, activities, simulations. Timeliness, assignments and Zoom classes. Team alternatives discussion.</p> <p>LRWB Principles – Ch. 1, 2 Examples and use in assignments</p> <p>Readings: The Writing of Silent Spring: Rachel Carson and the Culture-Shifting Courage to Speak Inconvenient Truth to Power</p> <p>Infographic: description</p> <p>Simulation: explanation</p> <p>Zoom class</p> <p><i>BONUS-Morgan Stanley Sustainable Solutions Collaborative</i> <i>How your project idea could be eligible for a \$250,000 grant</i></p>
<p>Last day to add/drop class</p>	
<p>Week 2 Sep. 1</p>	<p>TOPIC: The United Nations Sustainable Development Goals (UN SDG) and Foundational Readings</p> <p>LRWB Principles – Ch. 3</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. UN SDGs https://sdgs.un.org/#goal_section 2. UN Secretary General <p>Infographic:</p> <p>Simulation –Trust Game MobLab 20 minutes Multiplayer Synchronous</p> <p>Zoom class:</p>
<p>Week 3 Sep. 8</p>	<p>TOPIC: Foundational Readings, continued, and Team Selections</p> <p>LRWB Principles – Ch. 4</p> <p>Readings:</p>

	<ol style="list-style-type: none"> 1. Why is Complexity Science valuable for reaching the goals of the UN 2030 Agenda? SpringerLink 2. Making Systems Thinking More Than a Slogan <p>Infographic: 25 Business Moats That Helped Shape the World’s Most Massive Companies</p> <p>Simulation – Minimum Effort MobLab Multiplayer 25 minutes Synchronously</p> <p>Zoom class</p>
<p>Week 4 Sep. 15</p>	<p>TOPIC: Foundational Readings - World Economic Forum</p> <p>LRWB Principles – Ch. 5</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. World Economic Forum 2. WEF Risks Archive 2006 to 2021 3. WEF 2021 Report 4. WEF 2006 Report – First Report <p>Infographic:</p> <p>Simulation – Ultimatum Game MobLab 25 minutes Multiplayer Synchronous</p> <p>Zoom class</p>
<p>Week 5 Sep. 22</p>	<p>TOPIC: Goal 1 No Poverty</p> <p>LRWB Principles – Ch. 6</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Goal 1 https://sdgs.un.org/goals/goal1 2. Solving Poverty Using the Tools of Silicon Valley Stanford Graduate School of Business 3. Opportunity Zones – Economic Innovation Group 4. IRS – Opportunity Zones 5. US EDA – Opportunity Zones 6. Opportunity Zones Could Stand Up and Stand Out in 2021

	<ol style="list-style-type: none"> 7. White House Opportunity and Revitalization Council: Report to the President 8. Opportunity now HUD 9. Tax Policy Center Opportunity Zones 10. What You Need to Know about Opportunity Zones – Forbes <p>Infographic:</p> <ol style="list-style-type: none"> 1. Extreme Poverty https://www.visualcapitalist.com/decline-extreme-poverty-perspective/ 2. End World Poverty https://www.visualcapitalist.com/chart-end-world-poverty-sight/ <p>Simulation: Macroeconomics Simulation: Econland</p> <p>Zoom class</p>
<p>Week 6 Sep. 29</p>	<p>TOPIC: Goal 1 No Poverty</p> <p>LRWB Principles – Ch. 7</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Goal 1 2. Solving Poverty Using the Tools of Silicon Valley Stanford Graduate School of Business 3. Opportunity Zones – Economic Innovation Group 4. IRS – Opportunity Zones 5. US EDA – Opportunity Zones 6. Opportunity Zones Could Stand Up and Stand Out in 2021 7. White House Opportunity and Revitalization Council: Report to the President 8. Opportunity now HUD 9. Tax Policy Center Opportunity Zones 10. What You Need to Know about Opportunity Zones – Forbes <p>Infographic:</p> <ol style="list-style-type: none"> 1. Extreme Poverty 2. End World Poverty <p>Simulation: Macroeconomics Simulation: Econland</p> <p>Zoom class</p>

<p>Week 7 Oct. 6</p>	<p>TOPIC: Goal 2 Zero Hunger</p> <p>LRWB Principles – Ch. 8, 9, 10</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. UN Goal 2 2. Nature Editorial 3. The Top Ten Causes of World Hunger 4. What Causes Hunger 5. The Kroger Co Zero Hunger Zero Waste Foundation 6. Global Hunger fell for decades but it is now rising again WEF <p>Infographic:</p> <ol style="list-style-type: none"> 1. Future of Food https://www.visualcapitalist.com/future-of-food/ 2. Pinterest 3. Global Food Insecurity 4. Hunger Pandemic: The COVID 19 Effect on Food Insecurity <p>Simulation – Entrepreneurship Simulation: The Startup Game</p> <p>Zoom class</p>
<p>Week 8 Oct. 13</p>	<p>TOPIC: Goal 3 Good Health & Well Being</p> <p>LRWB Principles – Ch. 11, 12</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Goal 3 Good Health & Well Being 2. How to Survive the End of the Industrial Age <p>Infographic:</p> <ol style="list-style-type: none"> 1. What a Global Health & Wealth Has Changed Over Two Centuries 2. Visualizing the Health Tech Revolution <p>Simulation: Negotiation Simulation: OPEQ</p> <p>Zoom class</p>
<p>Week 9 Oct. 20</p>	<p>TOPIC: Goal 4 Quality Education - Global</p> <p>LRWB Principles – Ch. 13, 14</p>

	<p>Readings:</p> <ol style="list-style-type: none"> 1. Goal 4 Quality Education 2. Our World in Data – Quality of Education 3. World Population Review Education Ranking by Country 2021 4. The wealth gap: How education fails to measure economic disadvantage – One perspective on wealth 5. Studying in Canada – The Education System 6. Countries with the most highly educated women <p>Infographic:</p> <ol style="list-style-type: none"> 1. Education 2. How Technology is Shaping the Future of Education 3. Quality Education <p>Simulation: Marketing Simulation: The Positioning Game</p> <p>Zoom class</p>
<p>Week 10 Oct. 27</p>	<p>TOPIC: Goal 4 Quality Education CONTINUED</p> <p>LRWB Principles – Ch. 15, 16</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. A Relevant History of Public Education in the United States 2. Educational Attainment in the US 2020 3. National Center for Education Statistics 4. USDOE Organization of Education 5. US DOE Structure of Education 6. USDOE Accreditation and Quality Assurance <p>Infographic:</p> <ol style="list-style-type: none"> 1. Ten Great Infographics for Education <p>Simulation: Marketing Simulation: The Positioning Game</p> <p>Zoom class</p>

<p>Week 11 Nov. 3</p>	<p>TOPIC: Goal 5 Gender Equality</p> <p>LRWB Principles – Ch. 17, 18</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Goal 5 Gender Equality 2. Gender Equality by Country <p>Infographic:</p> <ol style="list-style-type: none"> 1. Gender Equality at Work 2. 5 Ways Education can help achieve gender equality <p>Case: Tesla Motors (in 2014) Will Sparks Fly in the Automobile Industry?</p> <p>Zoom class</p>
<p>Week 12 Nov. 10</p>	<p>TOPIC: Goal 6 Clean Water and Sanitation</p> <p>LRWB Principles – Ch. 19</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Goal 6 Clean Water and Sanitation 2. Code Simplicity the Purpose of Technology 3. Clean Water and Sanitation 4. Rock Blue Changing Lives with Water 5. Twelve Clean Water Organizations We’re Counting On 6. We Are Water Foundation 7. YDD Clean Water and Sanitation 8. Top 10 Nonprofits Fighting the Global Water Crisis 9. Lifewater.org <p>Infographic:</p> <ol style="list-style-type: none"> 1. World Water Access <p>Video – Tesla YouTube launches</p> <p>Zoom class</p>

<p>Week 13 Nov. 17</p>	<p>TOPIC: Goal 7 Affordable & Clean Energy</p> <p>LRWB Principles – Ch. 20</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Goal 7 Affordable & Clean Energy 2. The Affordable Clean Energy Rule (ACE) EPA fact sheet 3. Memorandum on Status of Affordable Clean Energy Rule and Clean Power Plan 4. Federal Register Repeal of the Clean Power Plan; Emission Guidelines for Greenhouse Gas Emissions from Existing Electric Utility Generating Units; Revisions to Emission Guidelines Implementing Regulations 07/08/2019 5. NYU Law State Energy & Environmental Impact Center 6. Congressional Research Service EPA’s Affordable Clean Energy Rule: In Brief <p>Infographic:</p> <ol style="list-style-type: none"> 1. All the World’s Carbon Emissions in One Chart 2. Mapped: Which Countries Have the Worst Air Pollution? 3. Capturing Renewable Energy 4. US Energy Information Administration Today in Energy <p>Video – Tesla YouTube launches</p> <p>Zoom class</p>
<p>Week 14 Nov. 24</p>	<p>TOPIC: Goal 7 Affordable & Clean Energy CONTINUED</p> <p>LRWB Principles – Pages 101 - 118</p> <p>Readings:</p> <p>Video – Tesla YouTube launches</p> <p>Zoom class</p>
<p>Week 15 Dec. 1 SPOTS</p>	<p>TOPIC: Goal 8 Decent Work and Economic Growth</p> <p>LRWB Principles – Pages 118 - 126</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Goal 8 Decent Work and Economic Growth 2. Focus on Economics <p>Infographic:</p>

	<ol style="list-style-type: none"> 1. Five Business Priorities for the Future of Work 2. Focus on Economics <p>Video – Tesla YouTube launches</p> <p>Zoom class:</p>
<p>Week 16</p> <p>Dec. 8</p> <p>Last regular class day</p> <p>SPOTS</p>	<p>TOPIC: Goal 8 Decent Work and Economic Growth CONTINUED</p> <p>LRWB Principles – Pages 127 - 144</p> <p>Simulation /Video – Tesla YouTube launches</p> <p>Zoom class:</p> <p><i>BONUS-Morgan Stanley Sustainable Solutions Collaborative</i> <i>How your project idea could be eligible for a \$250,000 grant</i></p> <p>Final presentations – Letter of Advice to subsequent students</p>
<p>12/15/2021 Deadline Faculty to Submit Grades</p> <p>SPOTS</p>	

Please note, session topics and activities may be subject to change during the course. **Please check Canvas for the latest updates and read Announcements when they are first issued.**

GRADES

Stress-Free Grading – This is a Stress-Free Grading class. Grades are given weekly. By tracking your progress weekly, unnecessary stress on end of semester grading is minimized. On the other hand, lost time and work not done cannot be made up with a final exam. You will know how you are doing and can work with your teammates and the professor to address shortfalls each week during the semester. No stressful mid-terms, no comprehensive memorizing for finals. But also, no late work and no absences. Participation is a fundamental requirement of the course. Two or more Zoom class absences will

automatically reduce grades by one measure. There is no reason why every student cannot earn an A or A- if they timely complete their assignments.

Rubrics:

General: all students start at 100%, one grade is automatically deducted for late submission (if accepted); additional deductions for poor grammar, spelling, lack of clarity; the shortest, most concise, creative and/or innovative writing receives the highest grades.

1. quality of classroom participation 30% of final grade. This is measured as the individual's quality of critical thinking and clear and concise communication, not verbosity. Participation in class, reading and application of the LRWB principles, clear articulation of understanding and comprehension of topics. **These are to be read for Wednesday class. (CLASS PARTICIPATION)**
2. understanding of articles/readings/videos 30% of final grade. Individuals should express their own insight or takeaway no longer than a "Sampedro tweet", approximately 40 words, derived from the article/reading/video. **These are to be uploaded to Canvas no later than midnight of the Sunday for that Wednesday's class.** A student(s) may/will be chosen to present the article in class. This grade is based on the individual's performance. (TWEETS)
3. in-class presentations/projects by team, and team participation in simulations 40% of final grade. Some simulations are designed for individuals, some for teams. This is extemporaneous and the only way to prepare is to have done the simulation. Results of the simulations and in-class discussion, by team, will comprise 40% of the grade. **This work is done for or at Wednesday class. (PRESENTATIONS/PROJECTS/SIMULATIONS/CASES)**

Standards:

This is not a "traditional lecture > homework > test > grade" model. Rather, it is a "homework > participation > grade" model.

Late work cannot be accepted without disrupting the learning process for the whole class; therefore, no late work may be submitted. And it is unfair to the other students who did their work on a timely basis. There is no extra credit, make-up exams, or assignments.

Think of it as preparation for real work-life standards.

WHEN & HOW WILL WE MEASURE MY PROGRESS IN THIS COURSE?

My objective is stress-free fair grading earned weekly. Therefore, grading is done weekly; no surprises or all or none on a mid-course or final exam. Grades are based on individual, team, written, and verbal performance.

MY GRADING PHILOSOPHY IN GENERAL

Since I am primarily interested in students achieving the Course Learning Objectives, to prepare you for a productive career, this is not a multiple question or true/false course. This is a real-life assessment of understanding, communications, critical thinking and professionalism.

I give you the benefit of the doubt as Honors Students by starting with 100% for each grade; I then deduct points for a variety of reasons including but not limited to: incomplete understanding of material, lack of identification of principal points, inability to express thoughts at a college level, missing the point of the subject matter, late submission, poor grammar, unethical conclusions.

This is where my experience and knowledge play a subjective role in evaluating each submission. Typically, I read all submissions and then go back to each individual submission to assign a grade. I might re-read one or two more times to better assess the work done.

I am very cognizant of the impact that grades might have on financial aid, scholarships, overall grades, future employment opportunities and a student's graduation.

However, I can only judge based on the work done for the course; I cannot consider external factors which might affect a student. I have no basis of knowledge or comparison for each student, and I simply will not negatively affect the other students in the class. University policies exist to deal with external factors which might affect enrollment. Students are responsible for accessing those University services, which I would be most happy to assist you to contact.

WHAT BEHAVIORS WILL HELP ME SUCCEED IN THIS COURSE?

Listen Actively | Participate Creatively | Respect Others & Yourself | Complete work on time |

COURSE WORK

Classroom Participation

More than two absences will result in a lowering of one full grade in a student's final grade.

Assignments

Assignments are to be completed by date listed on Canvas. To be fair to all students, please do not ask for exceptions or extensions. I will deduct half a grade per ask.

Canvas and Harvard Websites

All assignments and due dates are posted on Canvas. Please check it regularly.

Course packs are posted on Harvard site. Please sign up and complete on time.

N. B. Canvas System maintenance is performed weekly between the hours of 11:59 PM on Friday night through 5:00 AM on Saturday morning.

Systems have a way of failing when most needed; do not leave entering your work until 11:59 pm!

Technical Information

Any information on software or hardware students will need is on Canvas. Please do not contact the professor for administrative or technical difficulties. Contact Canvas, or Harvard Business Publishing as noted.

GLOBAL LEARNING GOALS AND OUTCOMES² 9 PM

1. To develop the skills necessary to draw upon each discipline to apply them in a global case.
 2. To further expand analytical tools to solving the problem.
 3. To self-assess one's capabilities to apply the key concepts from each discipline to the problem.
- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
 - Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
 - Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.

COURSE EVALUATIONS

Constructive feedback from students is a valuable resource for both motivating my performance and improving my teaching. I will ask for classroom feedback, a letter of advice for future students, and

² [GoGlobal.fiu.edu/medallion](https://go-global.fiu.edu/medallion)

completion of SPOTS. Completion of the SPOTS evaluation is a requirement for each course. **Your grade will not be available until you submit the evaluation.**

FIU/HC POLICIES AND EXPECTATIONS

GRADING SCALE

Grades are based on the University’s official scale below for accumulated points, 100 in total. It is arithmetically calculated and not subject to change.

This course assumes substantial and informed student participation. General discussion of theory and practice is encouraged and expected of all students.

At a minimum, being informed requires class attendance, completion of assigned readings and homework, and attention to business news and world events.

Class attendance and thoughtful participation are important and will be reflected in part in the final grade. Please do not ask for grading exceptions.

There are several university-wide policies for students who are having non-academic challenges. Students should timely contact the Honors College for any such issues.

Letter Grade	Range (%)	Letter Grade	Range (%)	Letter Grade	Range (%)
A	95 or above	B	83 - 86	C	70 – 76
A-	90 – 94	B-	80 - 82	D	60 – 69
B+	87 – 89	C+	77 - 79	F	59 or less

ACADEMIC INTEGRITY

Academic integrity is a sine qua non which leads to success in life, family and personal relations, and professions.

HONORS COLLEGE ACADEMIC MISCONDUCT STATEMENT

In the Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

ADDITIONAL INFORMATION AND RESOURCES

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental and Sensory Challenges

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

Honors College Policies and Requirements

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.

<http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one

semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

SUMMARY HOW TO SUCCEED IN THIS COURSE

1. Participate thoughtfully in class each time. 30% grade. Individual.
2. Write “Sampedro Tweets” that show insights into the assignment. 30% grade. Individual.
3. Collaborate with team mates actively on assignments. 40% grade. Team.
4. Timely submit all work. Due to the nature of the class, no late work can or will be accepted.
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