**WSUD 102A—First-Year Seminar: Superheroes Go to School**

# Fall, 2019

# CRN: 16717 3 credit hours

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* Preferred Method of Contact: Email
* Office Hours: To be arranged by appointment
* Classroom Day/Time: Tuesdays and Thursdays, 11:00 a.m. to 12:15 p.m.
* Class Location: Corbin Education Center (CE) Room #162 (south wing, behind elevator)

## How to use this Syllabus:

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes to this syllabus will be announced in class and posted on Black Board.

## Course Description

This general education seminar course is designed for freshmen/first-year students. It includes examinations of common superhero attributes and narratives, specifically in school or educational settings. Content is applied to projects related to personal development, synergetic collaboration, service outreach, and strategic preparation for ongoing learning and growth.

## Definition of a Credit Hour

The expectation of work in order to be successful for this 3**‐**credit course is a weekly average of three hours of out of class work for each hour spent in class. This includes writing, discussion board participation, research, and assigned readings.

## Required Texts\*/Resources

Cloonan, B., Fletcher, B., & Kerschel, K. (2015). *Gotham Academy, Volume 1: Welcome to*

*Gotham Academy.* New York: DC Comics.

ISBN-10: 1401254721 (Issues #1-6 of “Gotham Academy,” 2014/2015)

[*Gotham Academy (Volume 1)* ComiXology link](https://www.comixology.com/Gotham-Academy-2014-Vol-1/digital-comic/211204?ref=c2VhcmNoL2luZGV4L2Rlc2t0b3Avc2xpZGVyTGlzdC90b3BSZXN1bHRzU2xpZGVy)

Lee, S., & Kirby, J. (2009). *X-Men, Volume 1 (Marvel Masterworks).* New York: Marvel.

ISBN-10: 0785136983 (Issues #1-10 of “X-Men,” 1963/1964)

[*X-Men (Masterworks Volume 1)* ComiXology link](https://www.comixology.com/X-Men-Masterworks-Vol-1/digital-comic/22187?ref=c2VyaWVzL3ZpZXcvZGVza3RvcC9ncmlkTGlzdC9Db2xsZWN0ZWRFZGl0aW9ucw)

Burnett, B., & Evans, D. (2016). *Designing Your Life*. New York: Knopf.

\*In some cases, these stories are collected in other editions. Specific comic book issue numbers have been included in the required readings, for cross-reference. Issues/Collections are also available online via Amazon’s [ComiXology](https://www.comixology.com) (Click on links)

The readings for this course include assigned text and current literature such as scholarly articles. The student is expected to identify and bring to class readings appropriate to the current topic (see class schedule).

* **Additional Readings** (websites, articles, handouts) will be provided by instructor.
* **Recommended Readings/Resources** are listed on last page of syllabus.

## Class Protocol

This course is taught/experienced in a face-to-face format. Class attendance and participation are required (see assignments below), as well as any on-line Discussion Board interactions on Blackboard. See the tentative weekly schedule. Points may be deducted for lack of participation or late assignments.

## Academic Honesty

Students are responsible for knowing and following the [Student Code of Conduct](http://webs.wichita.edu/inaudit/ch8_05.htm) and the [Student Academic Honesty policy](http://webs.wichita.edu/inaudit/ch2_17.htm).

WARNING: It is expected that all work turned in for a grade will be due to the effort of the individual student. Do not copy your work from that of a classmate, text, or internet source. While you may work together on an assignment, the material you turn in should be your own work and not the result of group effort. Be careful to avoid plagiarism on your assignments. Plagiarism occurs not only when you use directly someone else's words as your own, but also when you paraphrase some of the ideas or sentences from another work. If you are caught cheating in any of these ways, you will get a zero for that activity in your final point total the first time and an F for the course the second time you are caught.

**Overview**

This general education seminar course will be an integral part of your general education at Wichita State University. You will explore a broad topic from a variety of different disciplinary perspectives. In this course you will become part of the community of academic learners whose responsibility it is to ask questions, explore and exchange ideas, and become effective critical thinkers. Additionally you will have the opportunity to engage with your fellow students and WSU faculty and staff by participating in activities aimed to further connect you to WSU.

**General Education Mission:** The mission of general education is to provide a well-rounded education that enables you to live the fullest most meaningful life possible regardless of your particular career preparation. Embedded throughout this course and furthered in the major are the skills that enable graduates to contribute productively to society and the on-going culture.

**General Education Goal:** The goal of general education is to enable you to live a rich, meaningful life by developing an informed appreciation of the arts, humanities, and natural and social sciences; an ability to intelligently follow and participate in current events, and a sensitive and tutored appreciation of diverse cultures and ways of living.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Learner Outcomes (CLO)** | | **General Education Outcomes (GEO)\*** | |
| *Upon completion of this course, you will:* | | *Upon completion of this course, you will have started on your journey to:* | |
| 1. Write a reflection essay articulating your “origin story” (personal history and purpose). | | 1. Acquire knowledge in the arts, humanities, and/or natural and social sciences | |
| 2. Complete and evaluate an analysis of your personal strengths and weaknesses. | | 2. Demonstrate the ability to think critically and independently | |
| 3. Apply ethical standards for serving and teaching others in a service-learning project. | | 3. Effectively write and speak | |
| 4. Collaborate with others to find synergistic solutions to common objectives. | | 4. Employ analytical reasoning and problem solving techniques | |
| 5. Compile resources to create a “utility belt” of educational and outreach tools. | | 5. Develop fundamentals of information literacy and library research | |
| 6. Review past experiences to construct an action plan for future learning and serving. | | 6. Develop an appreciation for diversity | |
| **Student Success Outcomes (SSO)** | |
| *During this course, you will have the opportunity to:* | |
| 1.Connect to faculty and other students to develop an appreciation for others and respect for diversity. | |
| 2.Develop more effective study and life skills in areas including information literacy, time management, note taking, test taking, personal finance, and learning styles. | |
| 3.Immerse yourself into the Wichita State community to understand resources, campus traditions and culture and the value of student involvement. | |

\*For more information, go to [www.wichita.edu/gep/](http://www.wichita.edu/gep/).

**Major Topics and Alignment with General Education Outcomes (GEO) and Student Success Outcomes (SCO)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Major Topics** | **Outcomes** | | | | | | | | |
| GEO1 | GEO2 | GEO3 | GEO4 | GEO5 | GEO6 | SSO1 | SSO2 | SSO3 | |
| Origin Stories and Purpose | X | X | X |  |  | X | X |  | X | |
| Ethical Behavior |  | X | X | X | X | X | X | X | X | |
| Strengths and Weaknesses | X | X |  | X | X | X | X | X |  | |
| Self-Evaluation and Self-Improvement | X | X | X | X | X | X | X | X | X | |
| Resources and Tools | X | X |  | X | X | X | X | X | X | |
| Synergetic Collaboration |  | X | X | X |  | X | X | X | X | |
| Outreach and Service | X | X | X | X |  | X | X | X | X | |
| Leaving a Legacy |  | X | X | X |  | X | X |  | X | |

**General Course Procedures:**

* Format of Written Work and Citations: Papers will be word-processed (typed, double-spaced, 12-point font), with APA formatted citations and reference list. Refer to this website for APA guidelines: <http://owl.english.purdue.edu/owl/resource/560/01/>
* ***Naming conventions for files submitted electronically:*** Create a file name for your document that contains, in this order: *your last name(s) and the title of the assignment* as it is named in the course syllabus—or an abbreviation of the title (e.g., Smith\_Origin).
* Late Policy: Late papers will be penalized by a 10% deduction for each day overdue.
* Technology Use in Class: Please use professional judgment regarding use of any electronic devices (laptop, cell phone, music, tablet, etc.) during class. ***Excessive or inappropriate technology use may result a lower participation/attendance grade.***

# Grading

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart below is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Percentage Ranges** | **Letter Grade** | **Grade Points** | **Interpretation** |
| 94-100% | A | 4.00 | *The A range denotes* ***excellent*** *performance.* |
| 90-93% | A- | 3.67 |  |
| 87-89% | B+ | 3.33 |  |
| 84-86% | B | 3.00 | *The B range denotes* ***good*** *performance.* |
| 80-83% | B- | 2.67 |  |
| 77-79% | C+ | 2.33 |  |
| 74-76% | C | 2.00 | *The C range denotes* ***mediocre*** *performance.* |
| 70-73% | C- | 1.67 |  |
| 67-69% | D+ | 1.33 |  |
| 64-66% | D | 1.00 | *The D range denotes* ***unsatisfactory*** *performance.* |
| 60-63% | D- | 0.67 |  |
| Below 60% | F | 0.00 | *F denotes* ***failing*** *performance.* |

**The following descriptions are used to evaluate quality of work:**

**Grade of A-, A (90-100):** “A” level work exudes “excellence”. Excellence is demonstrated through completeness, reason, reflection, a high level of critical thinking, creativity, original thought and application of knowledge, readings, experiences, class discussions, and theory beyond what would be expected. This is a **WOW** assignment.

**Grade of B-, B, B+ (80-89):** “B” level work shows a clear understanding of concepts/topics/processes and is well-organized, clear, concise and complete. Originality of thought, reflection, and creativity are evident although not to the extent found in “A” work. Application of prior knowledge, experiences, readings, and theory is evident. This is a **GOOD** assignment.

**Grade of C or C+ (74-79):** “C or C+” level work shows a completed assignment with minimal critical thinking. Little original thought, reflection or application of knowledge, experience, readings, or theory is evident. Creativity is lacking. This work demonstrates a very basic understanding of the course concepts/topics/processes. This is a **MEDIOCRE** assignment.

**Grade of D+, D, D- or C- (60-73):** “D or C-” level work demonstrates a lack of understanding of the theories and concepts/topics/processes addressed in class and in the coursework. Minimal or no effort is observable. No original thought or application of knowledge is demonstrated. Oral or written communication skills are poor, and the work may be incomplete. This is an **UNACCEPTABLE** assignment.

**Grade of F (below 60):** “F” quality work is not expected in this course.

![Comic Image of Magneto from X-Men.
Caption: Finally, his meditation comes to an end! Then, while he remains completely motionless, a sharp, commanding THOUGHT rings out, echoing through the great halls of the building!
"Attention, X-Men! This is professor Xavier calling! Repeat: this is professor X calling! you are ordered to appear at once! Class is now in session! Tardiness will be punished!"]()

**Course Assignments**

Below are the main assignments/assessments along with relative weight (percent) toward overall course grade. More information for each assignment follows in the subsequent pages, and further details will be provided during the semester, where appropriate.

1. Class Attendance/Participation (20%)
2. Origin Story Essay (5%)
3. Library Tutorial/Quizzes (5%)
4. Campus Events/Reflection (10%)
5. Service-Learning Project/Reflection (10%)
6. In-Class Debate/Discussion (15%)
7. Evaluation of Superhero Education (15%)
8. Final Compilation and Presentation of Portfolio (20%)

**1. Class Attendance and Participation (20%)**

Attendance and active participation are required at all class meetings. Since the majority of the time spent in class will consist of discussions (in pairs, small groups as well as the large group), it is expected that each of you will actively participate. Active participation means showing up, completing reading assignment(s) in advance and coming to class prepared to participate in the discussion.

Arriving late to class and leaving early will also result in consequences that will affect your grade; if you arrive after roll has been taken or if you depart before class is dismissed, you are tardy. If you miss 30 minutes of class at any point during the class meeting times, you will be counted absent—keep in mind, you can still remain in class to participate and receive credit for work completed after your arrival and/or before your departure. **If you find you have to be absent or tardy, I expect you that you will act in a professional manner and inform me as soon as possible regarding your absence or delay.**

If you are absent, you are still responsible for material addressed in class, and for coming to the next class adequately prepared. Get to know your fellow students, exchange phone numbers and e-mails, and create a supportive network so that if you are absent, you can keep up to speed with the course.

Classroom attendance/participation also includes weekly reading and reflection assignments, which vary depending on the reading assignment and topic. Classroom discussions will review these reflection prompts and relate the reading to other course topics, primarily connected to teaching and learning.

You are expected to respectfully consider alternate opinions and contribute to the class discussion. Take notes, ask questions, think and be an active participant in your learning. Like all heroic endeavors, learning is an **active** process! ☺

**2. Origin Story Essay (5%)**

Early in the semester, you will compose a 2-3 page essay describing your personal “origin story.” This includes **highlights (or lowlights)** of your individual history (include **meaning of your names**), milestone moments, and life-altering events. What do currently see as your **purpose(s) or passion(s)** in life? What catchphrase(s) or motto(s) do you live by?

Please be truthful and “stick to the facts,” but be as creative as you wish in composing a brief personal autobiography. Formatting should be double spaced, with 1-inch margins, and 12-point font, with APA citations for references. Since this is an early written assignment, you will be **graded on completion and formatting only**, but you will receive feedback to guide your reflection and refinement of writing.

**3. Library Tutorial/Quizzes (5%)**

(<https://libraries.wichita.edu/c.php?g=937057&p=6753683>) To learn more about available resources and strategies for research and learning, you will complete an [online series of tutorials from the WSU Library](https://libraries.wichita.edu/c.php?g=937057&p=6753683). There are eight total topics, each with specific information and an online quiz to check for understanding. You have some flexibility the order and time you complete these tutorials, but there are two separate due dates for completion of #’s 1-4 and #’s 5-8 (*see schedule at end of syllabus*). This information will assist you in completing projects for this class as well as other courses and your ongoing learning. (**Ginger Williams** is the Instruction and Research Support Librarian for this course; email: [ginger.williams@wichita.edu](mailto:ginger.williams@wichita.edu). There is an exclusive “LibGuide” resource tool for our class at <https://libraries.wichita.edu/WSUD102A>.)

**4. Campus Events/Log Sheet (10%)**

Like any upstanding superhero, you should be involved in your community. As part of this course you must attend three events outside of class. You will be required to provide evidence of attendance (details forthcoming), and all activities should be completed **by November 26, 2019**.

**Required event:**

- Academic Convocation, Thursday, September 12, 9:30 a.m., [Wilner Auditorium](https://www.wichita.edu/academics/fine_arts/boxoffice/Wilner.php)

**Choose at least two additional events (examples):**

- Pre-Clash of Colleges Bash: Friday, August 23, 3-4 p.m., Corbin patio

- College of Education Welcome Back Bash: Tuesday, August 27, 12:00-2:00 p.m., [Corbin patio](https://map.concept3d.com/?id=1128#!m/301853?ce/27737,30614,0?ct/27740,27737,26035,0,31529,30871,30623,30622,30621,30614,27738,24627,33203)

- WSU Reads “Coffee and Conversation,” and “Dine and Dialogue”, RSC, TBD

You can find news and information about campus events through multiple avenues, including the following (click on hyperlinks for more details):

* WSU Monthly Calendar of Events: <https://www.wichita.edu/calendar/>
* [ShockerSync](https://wichita.campuslabs.com/engage/) (Organizations & Events): <https://wichita.campuslabs.com/engage/>
* WSU Student Involvement: <https://www.wichita.edu/student_life/involvement/>

*You may receive extra credit for attending additional events beyond the minimum requirement (2 percentage points added to your overall course grade for each event; 6 points maximum).*

**5. Service-Learning Project (paired)/Reflection (individual) (10%)**

As part of this course you will be required to complete a Service-Learning Project with at least one other partner. You may choose from a variety of service-learning projects. Your grade will consist of successfully completing the **10 hours and writing a reflective essay** (essay must be written individually; details forthcoming). You will include your reflective essay with your Final Personal Portfolio (see #8 below), due near the end of the semester. Here are some resources:

* [Wu’s Big Event](http://webs.wichita.edu/?u=csb&p=/wu_s_big_event/): Saturday, October 5, 8:30 a.m. – 2 p.m., RSC Beggs Ballroom (3rd floor)
* Calendar of Events: <https://www.wichita.edu/student_life/community_service_board/CSB_Volunteer.php>
* WSU Civic Engagement (includes link to “**VolunteerICT**”): <https://www.wichita.edu/student_life/civic_engagement/index.php>
* Other Service-Learning opportunities via WSU Student Involvement office; 978-3022 [www.wichita.edu/servicelearning](http://www.wichita.edu/servicelearning)

**6. In-Class Debate/Discussion (15%)**

Students will draw a divisive topic to prepare for a discussion and debate. You will take one “side,” and another student will take the other. (In many cases, there is no “right” or “wrong” answer.) You should thoroughly research your topic in order to present an informed and clearly articulated argument. Finally, after each debate the class will discuss possible actions that produce “win-win,” or synergetic solutions.

Topics will relate to the scope of this course--superheroes and schooling--and **require citations** (e.g. quotes, examples, illustrations, etc.) from **both** **superhero sources** (comic book, movie, etc.) **and** **educational literature** (articles, books, research, curriculum).

**7. Evaluation of Superhero Education (15%)**

By the mid-term, you should select a superhero story featuring at least one educational issue. You will evaluate this depiction using academic sources and personal insight. (Please refer to sample chapters and articles shared in class.)

Your selected story may be from a comic book/graphic novel, film or television, or another form of media (approved by Dr. Bergman). More information about this project will be shared, but the main components are

1. Background content and origins of the story (creators, characters,”universe”).
2. Real-world context and historical events during story’s creation and/or distribution.
3. Academic evaluation of educational topic(s) or issue(s) presented, including reference to credible resources for support and comparison.
4. Personal insight and application of the content and topic to your own learning and potential career in education.

**8. Final Compilation and Presentation of Personal Portfolio (20%)**

For your “final exam,” you will review your experiences from the course and semester and assemble key elements to create a Personal Portfolio. More information will be shared after the mid-term break, but here are some essential ingredients (each 2-3 pages in length:

1. **Revised** **“Origin Story”** essay (see #2 above) with highlighted revisions (additions, ~~deletions~~, changes)
2. Profile of **Strengths and Weaknesses**:
   1. What are your strengths? How did you get these “powers?” (innate talents, trained skills, personal dispositions)
   2. What are your weaknesses? How might you overcome these vulnerabilities?
   3. Include one (or more) “Power Grid” visually depicting your assortment of abilities, strengths, weaknesses, etc.
3. What’s in your **“Utility Belt?”** What resources and strategies will you keep handy for immediate and intentional use?
4. How will you **“Leave a Legacy”** in your learning and outreach? In what ways can you help others and expand your influence? Include an **action plan** outlining steps you will take to improve your learning and outreach. (How will you get better?) This plan should include specific strategies as well as general approaches for practicing, monitoring, and documenting growth.
5. **Service-Learning** (see #5 above) – What did you learn from your various outreach experiences? How will you continue in these or similar efforts? How can you include others?

Near the end of the semester, you will present highlights of your Personal Portfolio to the rest of the class. Following each presentation, there will be time for questions, feedback, and connections to other students’ personal stories and goals.

## Important Academic Dates

* For Fall Semester 2019, classes begin Monday, August 19, and end Thursday, December 5 (Study Day is December 6).
* The last date to drop a class and receive a W (withdrawn) instead of F (failed) is October 29.
* The final exam period is December 7-12.

**Additional Information on Course Requirements**

**Diversity Expectations:** Issues related to diversity are considered in all general education courses (e.g., ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area). All course content and required assignments will demonstrate a value of and respect for diversity.

**Writing Assignments:** There will be several different types of writing assignments (reflective essays, journals, free writing and focused writing) for this course. Some assignments will be graded and taken through the writing process; others will be given credit, but will not receive a letter grade.

**Information Literacy and Library Research:** Information literacy forms the basis for lifelong learning, encourages critical analysis, highlights the global nature of information, and creates informed citizens and professionals. Through its instruction program and liaison services, the University Libraries provides support by teaching information literacy skills to students – skills that involve the ability to find, retrieve, analyze, use, and critically evaluate information needed for library assignments and research. A liaison librarian will be assigned and embedded in Blackboard for this course. The librarian will work with your instructor to customize library instruction for the class which may include face-to-face sessions, online tutorials, videos, and/or resource guides.

# Student Success: There are a number of skills you will learn that will contribute to your overall success in this course and beyond. They include improved study skills and exploration of learning styles and campus resources that can help you reach your academic potential. Throughout the course, you will participate in exercises and receive information on a number of topics and in various formats such as class presentations, reflection papers, classroom activities, peer mentoring or online modules.

## Diversity Expectations

“A university is a place where the universality of the human experience manifests itself.” -- Albert Einstein

In keeping with the spirit of Einstein’s viewpoint, this instructor is committed to providing an atmosphere of learning that is representative of a variety of perspectives. In this class, you will have the opportunity to express and experience cultural diversity as we focus on the various.In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In the time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind.

## Technology Expectations

The instructor will be using technology in several modes for the course (Blackboard, PowerPoint, Internet etc.) for class communication, group participations and assignments. Students are expected to have basic technology skills in order to complete the course for either campus or online sessions.

Students have access to technology support from multiple sources. WSU [OneStop](http://wichita.edusupportcenter.com/sims/helpcenter/common/layout/GuidedHelp.seam;jsessionid=9F44D03B3F51BE8EBFABC4F0E7156542.node6?cstep=192952&inst_name=wichita&actionMethod=helpcenter%2Fcommon%2Flayout%2FGuidedHelp.xhtml%3AshpGuidedHelpManager.select%28%29&cid=76959) 855-978-1787 can assist students with a range of issues, including those relating Blackboard and SafeAssign. The College of Education also offers technology services to students. For example, digital video cameras are available for 48-hour checkout. To request a reservation, please contact [coe.tech@wichita.edu](mailto:coe.tech@wichita.edu). The student lounge on the second floor of Corbin South provides computer work stations where students can also print materials. A learning space in Corbin 156A is open to students when not reserved for program content/professional development delivery. And finally, WSU’s Ablah Library features a [C-Space](http://libresources.wichita.edu/creationspace) where students have access to varied technological resources such as color printing, 3D printing, a sound booth, and computer work stations.

## Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie, room 203, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

## Counseling & Prevention Services

WSU Counseling & Prevention Services (CAPS) provides quality mental health services to enrolled students by licensed providers and presents programs and trainings on topics promoting personal growth and optimal wellbeing. Services are by appointment, low cost and confidential. They are located in room 320 of Grace Wilkie Hall and will move to the new YMCA/Student Wellness Center in January.  Their phone number is (316) 978-3440. CAPS is open during regular University business hours. If you have a mental health emergency while Counseling & Prevention Service is not open, please call 911 or COMCARE Crisis Services at (316) 660-7500 for 24 hour assistance.

## First Generation Students

A first-generation (FGEN) college student is a student whose parents did not complete a four-year college degree. WSU strongly supports First Generation students and offers the following resources <https://www.wichita.edu/student_life/firstgen/index.php>.

## Title IX

Wichita State University is committed to the elimination of sexual misconduct, relationship violence, and stalking within the University community. These incidents may interfere with or limit an individual's ability to benefit from or fully participate in the University's educational programs. Students are asked to immediately report incidents to the University Police Department, (316) 978-3450 or students may contact Sara Zafar, J.D., Title IX Coordinator at (316) 978-5177 or [Sara.zafar@wichita.edu](mailto:Sara.zafar@wichita.edu). Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Prevention Services (316) 978-3440 or Student Health Services (316) 978-3620.  For more information please refer to the Title IX Policy at  <https://www.wichita.edu/about/policy/ch_08/ch8_16.php>.

## Student Health Services

WSU’s Student Health Services (SHS) provides professional medical care and health education to enrolled students by licensed health care providers. General health care services are available ranging from routine and preventive care to managing acute illnesses and minor injuries. SHS offers convenient onsite laboratory and medication services including vaccinations. Staff are available to provide health education on a variety of topics, both in and out of the classroom setting. SHS is located in 209 Ahlberg Hall and will move to the new YMCA/Student Wellness Center in January 2020. Hours are 8:00 a.m. to 5:00 p.m., Monday through Friday, and the phone number is (316) 978-3620.  Check out [www.wichita.edu/shs](http://www.wichita.edu/shs)  for health information and access to myShockerHealth, the online patient portal where students can schedule appointments, send a secured message to a healthcare provider, check immunizations and more.  All services are confidential.

## Diversity and Inclusiveness

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Please note: Class rosters have a student’s legal name and do not include pronouns; therefore, students who use names other than the roster designation should indicate preferred names and/or pronouns.

## Intellectual Property

Wichita State University students are subject to Board of Regents and University [policies regarding intellectual property rights](http://webs.wichita.edu/inaudit/ch9_10.htm). Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President’s designee, and such decision will constitute the final decision.

## Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. [Sign up](http://www.wichita.edu/alert) at the Shocker Alert Information Center.

## The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see [www.wichita.edu/heskett.](http://www.wichita.edu/heskett)

## Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

## CARE Team

Wichita State University is committed to the safety and success of and cares about all members of the University community. If you or someone you know needs support, is distressed, or exhibits concerning behavior that is interfering with their own or others’ academic or personal success or the safety of members of our community, resources and assistance are available. As your Faculty, I may seek support for you. If you or another member of our campus community is in need of help, please [submit a concern](http://www.wichita.edu/ubit) or call any CARE team member listed on that webpage. In case of emergency, please call the University Police Department at (316) 978-3450 or 911.

## Concealed Carry Policy

The Kansas Legislature has legalized concealed carry on public university campuses.  Guns must be out of view, concealed either on the body of the carrier, or backpack, purse or bag that remains under the immediate control of the carrier.   Gun owners must familiarize themselves with [WSU’s Concealed Carry Policy](http://webs.wichita.edu/?u=wsunews&p=/weapons_policy_documents) and the [Kansas Board of Regent’s policy](http://www.kansasregents.org/about/policies-by-laws-missions/board_policy_manual_2/chapter_ii_governance_state_universities_2/chapter_ii_full_text#weapons). If you believe that there has been a violation of this policy, please contact the University Police Department at 316 978-3450

**A Note about Confidentiality:** Maintaining the confidentiality of Birth-to-Grade 12 pupils with whom WSU students work is extremely important and is a legal requirement.  It is also important to remember that our field placements exist because WSU maintains good working relationships with schools.  Thus, it is critical to maintain confidentiality with respect to children, teachers and other school personnel.

You are encouraged to use your good judgment using non-identifying pseudonyms to refer to your placement sites, mentor teachers, and students in your classes in all of your written communications (including journals, personal blogs, Facebook, etc.) and in public conversations (e.g. on a bus, in a restaurant, etc.).

Spiderman is at the front of a classroom writing on a blackboard, "Super Power Ethics, Mr Spiderman"

**Tentative Semester Schedule**

(Dates and Topics subject to change based on our learning.)

Classes meet 11:00-12:15 Tuesdays and Thursdays in Corbin 162.

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **OUTCOMES\*\*** (practiced and/or assessed) | **CLASS TOPIC** | **ACTIVITIES, ASSIGNMENTS,**  **READINGS TBA**  Use this space to record weekly tasks.  ***Project Due Dates in Italics*** |
| 1 | CLO 1 | Origin Stories |  |
| 2 | CLO 1, 3 | Identity Crisis | ***-Origin Story (due 8/29/19)*** |
| 3 | CLO 1, 2 | Motivations |  |
| 4 | CLO 3 | Ethical Behaviors | - Academic Convocation, Thursday, September 12, 9:30 a.m., [Wilner Auditorium](https://www.wichita.edu/academics/fine_arts/boxoffice/Wilner.php) |
| 5 | CLO 1, 2, 4 | Strengths |  |
| 6 | CLO 1, 2, 4 | Weaknesses | ***-***[***Library Tutorials/Quizzes #1-4***](https://libraries.wichita.edu/firstyearseminartutorials) ***(by/before 10pm, 9/24/19)*** |
| 7 | CLO 4 | Conflict of Interest | ***-***[***Library Tutorials/Quizzes #5-8***](https://libraries.wichita.edu/firstyearseminartutorials) ***(by/before 10pm, 10/1/19)*** |
| 8 | CLO 2, 3, 4 | Teamwork | ***- Superhero Education Evaluation Selection/Proposal (due 10/10/19)*** |
| 9\* | CLO 2, 4, 5 | Getting Better | ***- In-Class Debates/Discussions*** |
| 10 | CLO 4, 5, 6 | Fortress of Solitude | ***- In-Class Debates/Discussions*** |
| 11 | CLO 2, 5 | Leveling Up | ***- In-Class Debates/Discussions*** |
| 12 | CLO 2, 3, 4 | Withstanding Attacks |  |
| 13 | CLO 1, 3, 4 | Making Sacrifices |  |
| 14 | CLO 3, 6 | Leaving a Legacy |  |
| 15\* | CLO 2, 6 | Revisiting Strengths and Weaknesses | ***- Campus Event Log Sheets (due 11/26/19)*** |
| 16 | CLO 1-6 | Presentations | ***- Presentations of Portfolios*** |
| Finals | CLO 1-6 | Presentations | ***- Presentations of Portfolios*** |

*\*Only one class meeting this week.*

*(Week 9—Thursday only; Week 15—Tuesday only)*

**\*\*Course Learner Outcomes (CLO)**

|  |
| --- |
| *Upon completion of this course, you will:* |
| 1. Write a reflection essay articulating your “origin story” (personal history and purpose). |
| 2. Complete and evaluate an analysis of your personal strengths and weaknesses. |
| 3. Apply ethical standards for serving and teaching others in a service-learning project. |
| 4. Collaborate with others to find synergistic solutions to common objectives. |
| 5. Compile resources to create a “utility belt” of educational and outreach tools. |
| 6. Review past experiences to construct an action plan for future learning and serving. |

“A hero is someone who has given his or her life to something bigger than oneself.”

- Joseph Campbell

“The future is worth it. All the pain. All the tears. The future is worth the fight.”

- Martian Manhunter

“I think of a hero as someone who understands the degree of responsibility that comes with his freedom.”

- Bob Dylan

“To have an idea is the easiest thing in the world. Everybody has ideas. But you have to take that idea and make it into something people will respond to—that’s hard.”

- Stan Lee

“It’s not who you are underneath, it’s what you do that defines you.”

- Batman

“I think of a hero is any person really intent on making this a better place for all people.”

- Maya Angelou

“Do what you love.”

- Joe Simon

“You’re going to make a difference. A lot of times it won’t be huge, it won’t be visible even. But it will matter just the same.”

- Commissioner James Gordon

**Additional Resources:**

Briggs Myers, I., & Myers, P.B. (1995). *Gifts Differing: Understanding Personality Type.*

Mountain View, CA: Davis-Black Publishing/CPP.

ISBN-10: 089106074X

Covey, S.R. (1989/2013). *The 7 Habits of Highly Effective People: Powerful Lessons in*

*Personal Change, Deluxe Edition.* New York: Simon & Schuster.

ISBN-10: 1451639619

Darowski, J.J. (2014). *The Ages of the X-Men: Essays on the Children of the Atom in*

*Changing Times.* Jefferson, NC: McFarland & Company, Inc.

ISBN-10: 0786472197

Dewey, J. (1938/1998). *Experience and Education, the 60th Anniversary Edition.* New

York: Kappa Delta Pi.

ISBN-10: 0912099356

Drenth, A.J. (2015). *Personality Junkie.* Available at <http://personalityjunkie.com>.

Gauld, M. (2011). *College Success Guaranteed: 5 Rules to Make It Happen.* Lanham,

MD: Rowman & Littlefield Education.

ISBN-10: 1610480422

Leong, T. (2013). *Super Graphic: A Visual Guide to the Comic Book Universe.*

San Francisco, CA: Chronicle Books.

ISBN-10: 1452113882

McCourt, F. (2005). *Teacher Man.* New York: Scribner. ISBN-10: 0743243781

**Additional Readings:**

Aaron, J., Bachalo, C., Rouleau, D., Scalera, M., & Bradshaw, N. (2012). *Wolverine &*

*the X-Men, Volume 1.* New York: Marvel.

ISBN-10: 0785156801 (Issues #1-4 of “Wolverine & the X-Men,” 2012)

Claremont, C., & McLeod, B. (2006). *X-Men: New Mutants Classic, Volume 1.*

New York: Marvel.

ISBN-10: 0785121943 (Issues #1-7 of “The New Mutants,” 1983)

DeFilippis, N., Weir, C., Green, R., & Johnson, S. (2005). *New X-Men: Academy X,*

*Volume 1: Choosing Sides.* New York: Marvel.

ISBN-10: 0785115382 (Issues #1-6 of “New X-Men: Academy X,” 2004)

Gage, C., & McKone, M. (2011). *Avengers Academy, Volume 1: Permanent Record*.

New York: Marvel.

ISBN-10: 0785144951 (Issues #1-6 of “Avengers Academy,” 2010)

Kalan, E., & Failla, M. (2015). *Spider-Man & the X-Men.* New York: Marvel.

ISBN-10: 0785197001 (Issues #1-6 of “Spider-Man & the X-Men,” 2014/2015)

Lobdell, S., & Bachalo, C. (2010). *X-Men: Generation X Classic, Volume 1.* New York:

Marvel.

ISBN-10: 0785149678 (Issues #1-4 of “Generation X,” 1994/1995)

**Resource Providers:**

Libraries

Ablah Library, Wichita State University

<http://libraries.wichita.edu/ablah/>

Local/Community Libraries (e.g. [Wichita](http://www.wichitalibrary.org), [Andover](http://andoverlibrary.org), [Derby](http://www.derbylibrary.com), [Haysville](http://www.haysvillecommunitylibrary.org), [Goddard](http://www.goddardlibrary.com), etc.)

Online

[ComiXology](https://www.comixology.com) (Amazon) digital comics

Wilson, J.W. (2015) Everything you need to know about digital comics. *PC Magazine.* Available at <http://www.pcmag.com/article2/0,2817,2425402,00.asp>.

[www.amazon.com](http://www.amazon.com)

[www.ebay.com](http://www.ebay.com)

Local Stores

Prairie Dog Comics

4800 W Maple St #122; (316) 942-3456

Wizards Asylum

1309 W 31st St S; (316) 262-6642

Vintage Stock (two locations)

Towne East Square; (316) 260-6223;

Towne West Square; (316) 239-6361

Barnes & Noble

Bradley Fair, 1920 N Rock Rd, Wichita, KS 67206; (316) 315-0421