

LB492
Science in Society: Designing a Briggs Experience

Instructor Information

Section: **006**

Instructor: Dr. Greg Lusk (he/him/his)

E-mail: greglusk@msu.edu

Office hours: Virtually by Appointment (please arrange via email)

Office Location: Holmes 188E (please don't go there during pandemic)

Class Meeting Time: Tues/Thurs 10:20-12:10 AM

Text

All of the material for this course will be provided to the student on D2L. No textbook is required.

Technology Requirements

- Internet connection
- Familiarity with D2L
- Flipgrid Access (signup will occur via D2L upon first use)

Course Delivery

This course will be delivered *online* through the course management system and you will need your MSU NetID to login to the course from the *D2L homepage* (<http://d2l.msu.edu>).

Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:

Visit the [Distance Learning Services Support Site](#)

Visit the [Desire2Learn Help Site](http://help.d2l.msu.edu/) (<http://help.d2l.msu.edu/>)

Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345

Course Overview

For most of you, this will be your last HPS course in your undergraduate career. For some of you, it'll be your last course ever. It seems appropriate then, that this course will be spent considering what you've learned, and how you've changed, since arriving at Briggs several years ago. The Briggs experience - if there is any single thing that can be called that - is supposed to be eye opening. Rather than just study science, one is supposed to learn about science's place in the world; how science impacts our everyday life, and how everyday life impacts science. This education is supposed to change you. Has it?

We're going to spend this semester thinking about how the Briggs experience has changed you, and how you can use your experience to influence the next generation of Briggs students. My hypothesis is this: student engagement in a class would be deepened if students had input into the class topics and content. I'm going to test that hypothesis, and you're going to help. In this class

we're going to look at science and the public through your eyes. As students in this class, you will each design a Briggs experience for next year's students. You will pick a topic, design the exercises, choose the readings, and write the commentary that they will receive in class when I teach one of my two sections of "Science and the Public" next year. I will be running an experiment: I'm going to compare student excitement and experiences in the course you design to the course that I design. My theory is that students will like yours better. My hope is that you will allow future students to build on your work: adding to the materials that you design, refining the content, and furthering your research. Perhaps even one day this will turn into a textbook that you have helped author. In that way, you might leave a lasting mark on the Briggs community.

Course Aims

Outcomes

By the end of the course, students will:

- gain a deeper understanding of the dynamic interactions between "society" and the institutions, practices, and ways of thinking associated with science.
- be able to identify contemporary debates in science and society and explain their significance.
- be able to locate what made their Briggs learning experiences unique and exciting.
- convey aspects of important Briggs learning experiences to future students.

Achieving Outcomes

To successfully achieve these outcomes, students will:

- Perform the reading required for assigned sessions
- Watch video tutorials and attend occasional zoom lectures
- Complete session assignments
- Post participation questions and videos.

Policies

Respect: All course policies, and course discussion, must flow from a fundamental commitment to respect one another. I aim to treat my students with respect, and I expect students to treat me and fellow students with respect. In a discussion-based "classroom," this translates to listening charitably, speaking thoughtfully, and taking responsibility for your actions. The following policies have been crafted with this kind of respect in mind.

Inclusion: In university, we take on the challenge of examining our core values and beliefs, but in order to do so we must foster an inclusive, safe environment. All of us, myself included, need to feel safe before exposing or questioning our core values and beliefs. We need not always agree, but we must respect one another, allow one another to make mistakes, and—when appropriate—extend a helping hand. **If you ever feel excluded by me or a classmate, please talk to me or find some way to let me know. I will try to do better.**

Attendance: Though this course is online, there may be Zoom meetings. These meetings will be will not be required aspect of the class.

Valid Excuses: Unsurprisingly, the global pandemic has made this moment in history one of significant uncertainty. I will do my best to remain flexible in the face of student needs arising from sickness, family care, mental health, etc. I hope that students also recognize that this is a difficult time for their professors and remain flexible with them as well. I will do everything I can to help you succeed. Please let me know, as soon as you know, when something is prohibiting you from success, so that we can work out a plan together.

Communication: General questions about the course should be asked in D2L's discussion section setup for that purpose. Questions not suitable for that forum should be emailed to the instructor from your MSU.EDU email address. You **MUST put LB492 in the beginning of the subject line** and then describe the issue (I run filters on my email, and this will ensure your email gets seen in the proper way). I endeavor to reply within 2 business days. Grades will be posted on D2L.

Assignments

Assignment	% of Final Grade	Due Dates
Participation	50%	submitted weekly in modes 1 and 3; due the Sunday by 11:59 pm that follows the session.
"Now I am the Master" Teaching Project	40%	Sunday Nov 8th by 11:59 PM (This project will have multiple subcomponents.)
Class Reflection	10%	Dec 13th by 11:59 pm

Rubrics and more information for the "Now I am the Master" assignment will become available.

The general expectations for each assignment are as follows:

Participation (50% Sessions 1-8 and 20-28, 3.125 pts each session) – You are expected to listen to, read, or watch, the content of each session before attempting to do the exercises and activities specified. The exercises will ask you to discuss, debate, role play, or engage the general topic from a variety of perspectives. Each week by Sunday at midnight, you will be asked to submit some of this work and a checklist for a grade. Since this might be the first time you're engaging with these topics, I'm not expecting deep and novel contributions (you'll do that in

other parts of the course), but I am expecting active engagement with the exercises. I will give you full points each week for satisfactory completion (and will let you know if something is unsatisfactory and needs to be reworked for full points). Each session's checklist will make clear what needs to be submitted, and you are responsible for completing the checklist which will give you a grade.

"Now I am the Master" Teaching Project (40% Sessions 9-19) – More detail will be provided, but this project will be broken down into a book review, selection of topic, location of two readings, a written commentary, and a designed activity. Sessions 9-19 are devoted entirely to this project, you will not have assigned readings or assignments for this week. In weeks 20-28 sessions will involve students undertaking the lessons, commentary, and activities designed by their peers.

Class Reflection (10%) – Students will be asked to reflect on their experience in this class in light of their Briggs career. The reflections will be approximately 1000 words.

Grading

The educational literature points to a significant difference between an online course and one that occurs in a brick and mortar classroom: in an online course, students shoulder more responsibility to keep themselves on track. In a classroom the professor can control the environment. They end up eliminating distracting phones, quieting talking students, forcing students to look at the content, and talking with them if they look lost. Online, professors lack this ability; students are in control of the learning environment. Creating a good learning environment can be hard at the best of times, never mind during a pandemic.

The educational literature also points to the consequences of the student-controlled learning environment: students fall behind, and a much higher percentage of students don't finish online courses than drop out of in-person classes.

I've designed this grading scheme to combat these problems. It emphasizes getting the work done and engagement with the content.

Participation: A majority of the points in this class will be participation, that is, engagement with the content and completion of each session. If students work through the entire session and perform all the required activities and exercises, they get full marks for that day. There will be 16 sessions with participation, each session is worth 3.125 points in total. To get the points for these sessions, students will need to complete the checklist at the end of the session.

"Now I am the Master" Assignment and Personal Reflection: This assignment will have several components, and each will be "contract" graded. Here's how this will work. Each component will have a due date. Students will submit the assignment and explain with their submission what grade they deserve on it, based on a set of criteria. If the student feels the assignment meets the criteria and I agree, the student gets full marks, and moves on to the next component. If the student feels the assignment meets the criteria and I don't agree, then we will have a conversation. The student will either then alter the assignment to meet the criteria,

resubmit, and receive full marks, or we will negotiate a lower grade, and then the student will move on to the next assignment. If the student feels the assignment doesn't meet the criteria, and I agree, then the student's proposed grade will be recorded, and they may move on. This ensures that students receive the feedback they require to complete a long project without having anxiety that it must be perfect the first-time round.

Late Assignments: To ensure students keep pace with the material, I've assigned each session a due date, which is the date of class it would normally have occurred if we were meeting in person. All the material in that session, however, has a separate due date: Sunday after the "session" at 11:59 PM. Once this Sunday due date has passed, there is a 5% penalty for lateness. Assignments can be completed as late until one week after we enter a new mode, **or in the case of the last reflection, Dec 17th (the date of the final)**. After that time has passed, a student can no longer submit their work and will receive no credit on the assignment. If a medical or other situation arises that prohibits work, please contact the instructor to made the appropriate accommodations as soon as you are able.

Accommodations

Accommodation and Special Consideration: I want to make this class as accessible as possible so that no student is disadvantaged. Students needing accommodation or special consideration should contact me as early in the semester as possible. This includes Students with Disabilities, athletes, or others requesting accommodation. Students with Disabilities requesting accommodation should register with the Resource Center for Persons with Disabilities. RCPD is in 120 Bessey Hall and may be reached at 353-9642.

Academic Honesty

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Philosophy Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by the instructor, you are expected to complete all course assignments, including homework and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact me if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>)

Class Structure

This course will be conducted **mostly asynchronously**. It the course will be divided into three modes: (1) Demo, (2) Creation, (3) Testing.

Demo Mode

Demo mode will be very familiar to you, as it will work like any standard online class. The goal here is to get familiar with the kind of content you will be asked to create in the next mode. Essentially, you will be creating your own "session" for future Briggs students. So use each of the sessions I've created as a way to examine a new issue and to see the kinds of things you might be able to design yourself.

You will work through 2-3 modules per week at your own pace. Activities for each week's modules need to be submitted **every Sunday by 11:59 pm**. There will be checklist available to help remind you of the exercises in each module. Each week's modules will appear no later than a week in advance, rather than all being available at the start of the course (so you might not be able to see all the modules quite yet).

You should complete each module in the order information is presented in D2L. I've broken the course down into pieces in case you only have a short amount of time to work on the module, but the readings, activities, and exercises build off each other so they should be completed in order. D2L will tell you (and me) when you've clicked on a page. Please work ahead if you would like to do so. The next mode will be released as we approach the end of the current mode.

I've also provided a **checklist** at the end of each module to help you figure out if you've actually submitted the required assignment, completed the activity, watched the video, etc. On each checklist, I've provided a short description for the items that need to be submitted for your participation grade (you'll need to look at module to find more detailed instructions); all other components are working towards the piece you will submit in creation mode, so will not be directly evaluated.

Creation Mode

Once you have seen what a session looks like, you will begin designing your own. I will break this mode down into specific tasks for you to be completed in specific modules (so more information to come). So for example, you'll be asked to choose a topic. I'll provide lists and specifications to help you do this. You'll be asked to locate some kind of public material for this topic: a movie, podcast, or reading that the students will have to finish in order to complete your module. Then you'll have to design an activity, and then a way to "test" that they've learned what you want them to. More details will be provided when we get to creation mode.

Testing Mode

In testing mode, you will deploy the module that you've designed. It will be uploaded to D2L, and members of the class will complete your module, as they did in Demo Mode. Then they will provide feedback on that module, so that you may make refinements. You will then need to reflect on your experience designing the module for other Briggs students.

If you have general questions about the course, post them in the discussion forum "Questions about the course."

If your questions are more personal, email is the best way to reach me greglusk@msu.edu. We can set up a phone or zoom appointment as well.

Important Dates

Sept 3rd	Class Begins
Sept 10th	Demo Mode Begins All assignments and checklists due by Sunday 11:59 PM following a Session.
Oct 1 st	Creation Mode Begins
Nov 8 th	“I Am the Master” Project Due Date
Nov 10 th	Testing Mode Begins All assignments and checklists due by Sunday 11:59 PM following a Session.
Dec 10 th	Last Session
Dec 13 th	Reflections Due
Dec 17 th	Last day to hand in any still eligible late assignments.

Students should view the calendar in D2L for a more detailed schedule.

Any changes made to this schedule will be announced ahead of time and due dates will always be moved in the students’ favor (i.e. later in time rather than before, unless there is class consensus for some other procedure).