

****Subject to Change****

UNST 421 section 527

Winter 2016 Syllabus

Design and Edit Educational Documents for Organ Donation

(CRN 44226, aka "DESIGN/EDIT 4 ORGAN DONOR")

Students will work with the nonprofit agency Donate Life Northwest (DLNW) while learning about their mission to save/enhance lives through the promotion of organ, eye, and tissue donation. Students will design/edit promotional documents (digital or for print), while integrating knowledge from their own field of study, familiarity with today's popular culture, and the community partner's mission to increase registration of voluntary organ donors in the Pacific Northwest.

UNST Senior Capstone Course Design & Goals

Capstone courses are designed to build cooperative learning communities, by taking students out of the classroom and into the field. In Capstone courses, students bring together the knowledge, skills, and interests developed to this point through all aspects of their education, to work on a community project. Students from a variety of majors and backgrounds work as a team, pooling resources, and collaborating with faculty and community leaders to understand and find solutions for issues that are important to them as literate and engaged citizens. <http://capstone.unst.pdx.edu>

The four goals of PSU's University Studies (UNST):

1. ***Inquiry & Critical Thinking*** - Students will learn various modes of inquiry through interdisciplinary curricula—problem posing, investigating, conceptualizing—in order to become active, selfmotivated, and empowered learners.
2. ***Ethics & Social Responsibility*** - Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.
3. ***Diversity of Human Experience*** - Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.
4. ***Communication*** - Students will enhance their capacity to communicate in various ways— writing, graphics, numeracy, and other

visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.

Our Community Partner - Donate Life Northwest (DLNW)

<http://www.donatelifenw.org>

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DLNW is a local nonprofit 501(c)(3) organization with the mission to save and enhance lives through the promotion of organ, eye, and tissue donation, and the vision to ensure that everyone waiting for an organ, eye, or tissue transplant receives one. DLNW (originally named the *Oregon Donor Program*) was formed in 1975 by local healthcare professionals responding to medical advances in transplantation by bringing together organ, eye, and tissue procurement agencies to collaboratively increase the local donor pool. The organization has successfully advocated for improved donation laws, developed educational programs, and conducted awareness campaigns to enlist the help of organizations, clubs, faith groups and businesses.

Despite continuing advances in medicine and technology which make transplantation one of the most remarkable success stories in the history of medicine (which gives hope to thousands of people with organ failure and provides many others with active and renewed lives), the need for organs and tissue is vastly greater than the number available for transplantation. DLNW is dedicated to educating the public about organ, eye, and tissue donation, correcting misconceptions about donation (including plot lines found in popular television and cable programs), and motivating people to register as organ, eye and tissue donors. The nonprofit organization seeks student input and assistance in designing displays on the subject of organ donation, aimed at capturing the attention of the public in general, and high school students specifically.

Grades - At the beginning of the term students will select their 1st, 2nd, and 3rd choice of final projects from the list below. Instructor will assign students to teams based on balance of project selections. Students will collaborate with team members throughout the term, and deliver final team projects at the end of the term. Team members will evaluate one another on work effort and project participation for points to be applied toward final grades at end of term.

This course is designed to achieve certain learning outcomes. Grades are not **given** but are **earned**. Students are graded on the demonstration of knowledge and competence rather than effort alone.

Points possible:
CHANGES/CORRECTIONS***)

(***SUBJECT TO

5 points	Explore partner website
5	"Why Me" paper
5	Reflection Response #1 - Goldfish
5	Reflection Response #2 - Discover Donation
5	SELF Project
5	Instructor Consultation
5	Partner Consultation
5	Reflection Response #3
5	Reflection Response #4
5	Reflection Response #5
5 + 5	Reflection Response #6 + #7
15	Discussion Facilitation
5	Status ("Tuckman") report
20	Peer evaluations of team project (Finals week)

NOTE: Regular course participation is expected and is not awarded with additional points. Points may be **deducted** for lack of activity or discussion participation.

Final Grade based on points:	
95 to 100 points =	A
91 to 94 points =	A-
87 to 90 points =	B+
83 to 86 points =	B
80 to 82 points =	B-
77 to 79 points =	C+
73 to 76 points =	C
70 to 72 points =	C-
67 to 69 points =	D+
63 to 66 points =	D

Your final project grade will be based on peer evaluation. Each student will be asked to comment on every member of their team concerning each team members' individual contribution and their performance as a team member.

Course Expectations - Students in this course should plan to spend 1-2 hours each evening (Sunday-Wednesday) on course readings and online discussion homework. Students will also be required to spend out-of-class time working on final project.

Students are expected to be fully active participants online. Course discussions may raise opposing points of views, thoughts, ideas, and contributions of others. It is expected that individuals and individual

perspectives will be treated with respect in order to facilitate a civil learning environment for all.

Student participation points will be based on preparation of class material in advance of the class. It is expected that all participants will have read and thought about assigned material prior to discussions in order to fully participate and contribute to collaboratively. It is expected that all assignments will be turned in on or before assignment deadline. Students should contact me prior to the required due date if it is anticipated that an assignment will be turned in late. ***Late assignments will have points deducted accordingly.***

If a student anticipates missing course content or online activities, they should contact me in advance by email: patrice.ball@pdx.edu