

ANNE ARUNDEL COMMUNITY COLLEGE

FTR / SOC / BPA 105-001 *Exploring the Future*

Spring 2011

Professor Maureen A. Sherer

Office: DRGN 226

Phone: 410-777-2261

Email: masherer@aacc.edu

FAX: 410-777-2525

Office Hours: _____

Webpage: <http://ola4.aacc.edu/masherer>

TEXTS: required	1) <u>Futuring: The Exploration of the Future</u> by Edward Cornish, World Future Society, 2004.
required	2) <u>Building the Future</u> (Workbook of Cornish text) by Loukides & Gardner, World Future Society, 2006.
required	3) <u>A Whole New Mind</u> by Daniel H. Pink, Riverhead Books, 2006
required	4) A Personal Futures Workbook by Verne Wheelwright Available from http://www.aacc.edu/future/vernewheelwrift.cfm
recommended	5) <u>The Tipping Point</u> by Malcolm Gladwell, Back Bay Books, 2002.

TENTATIVE SCHEDULE

WEEK OF	LECTURE UNIT & TEXT REFERENCE
Jan 20	Introduction
Jan 25	A) Multiple Futures and Driving Forces: <i>Chap 1 Explorers of the Future</i> <i>Chap 2 The Great Transformation</i>
Feb 1	<i>Chap 3 Six Supertrends Shaping the Future</i>
Feb 8	<i>Chap 4 Understanding Change</i> Quiz 1 Thursday
Feb 15	<i>Chap 5 Systems, Chance, and Chaos</i>
Feb 22	B) Futuring Tools: <i>Chap 6 Futuring Methods</i>
Mar 1	<i>Chap 7 Knowing the World Around Us</i> Quiz 2 Thursday
Mar 8	<i>Chap 8 Using Scenarios; Chap 10 Inventing the Future</i> <u>A Whole New Mind</u> Book Review due Thursday
Mar 15	C) Perspectives on the Future & Diverse Factors Shaping the Future: <i>Chap 9 The Wild Cards in our Future</i>
Mar 21 - 27	☺ Spring Break ☺
Mar 29	<i>Chap 11 The Past as a Guide to the Future</i> Quiz 3 Thursday
Apr 5	<i>Chap 13 How the Future Became What It Used to Be</i>
Apr 12	D) Creativity & Problem Solving: <i>Chap 12 Predicting the Future</i> <i>Chap 14 The Futurist Revolution</i>
Apr 19	E) Responsibly Constructing the Future: <i>Chap 15 Improving Our Futures</i> Quiz 4 Thursday
Apr 26	<i>Chap 16 Future Generations</i> Reflection on Personal Futures Workbook due Thursday
May 3	Capstone Workshop: Future Construction & Problem Solving
May 12, Thursday is the Final Exam, 10:15 AM – 12:15 PM	

Closure of the college for any reason: When the college reopens, this class will meet regardless of the remaining amount of class time. **OVER**

GRADING:

Best Three of Four Quizzes @ 25 points	75
<i>Whole New Mind</i> Book Review	25
Service Learning (or Term Paper)	50
Homework	60
Projects	65
Classwork	50
Personal Futures Workbook Reflection	25
Final Exam(comprehensive)	50
TOTAL	400 points

A student with 90% of the points (360 or more) earns an “A”. To earn a “B” requires at least 80% (320 to 359), 70% for a “C”, and 60% for a “D”. Less than 60 % is a failing grade.

It is essential to write each quiz during the scheduled class time. There are no make-up quizzes.

FTR/SOC/BPA 105 Learning Outcomes

- A) Develop skill in investigating multiple futures and driving forces (also includes emerging technologies & emerging issues).
- B) Apply basic futuring tools to proactively study the future.
- C) Compare perspectives on the future and diverse factors that shape future views.
- D) Develop creativity and problem-solving skills.
- E) Develop skill in responsibly constructing the future.

Please read accompanying information about College-wide Core Competencies, Learning Objectives associated with each Learning Outcome, assignments, and classwork.

Some recommended websites:

The Institute for the Future at AACC is <http://www.aacc.edu/future>

The World Future Society is <http://www.wfs.org>

Withdrawal: In order to receive a “W” for the course, a student must submit the appropriate form at the Records Office by Apr 19. If you stop attending class, but do not formally withdraw with the Records Office, be aware that you will receive a grade based on your earned points out of the course total (800).

Academic Integrity and Civil Discourse: Read the AACC policy on Academic Integrity in the *AACC Catalog*. It is understood that students will abide by this and all college policies. The consequences of an academic integrity violation are very serious, the penalty is substantial, and a report is filed with the dean's office.

Impolite behavior will not be tolerated in this course.

AACC will provide reasonable accommodations to qualified students with disabilities. Contact the Office of Disability Support Services to request accommodations. AACC is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. Call Disability Support Services, 410-777-2306 or Maryland Relay 711, 72 hours in advance to request most accommodations. Requests for sign language interpreters, alternative format books or assistive technology require 30-day notice. For information on AACC’s compliance and complaints concerning discrimination or harassment, contact the federal compliance manager at 410-777-7370 or Maryland Relay 711.

Cell phones and all electronic communication devices must be silent & not used during all class and lab times.

Service Learning: continued on next page

Syllabus, p3. Service Learning for FTR/SOC/BPA 105 Students

Service Learning is an opportunity for students to enhance their classroom learning by working on relevant projects which serve the community. For the student, service learning is engaged learning: It is active, applied, and connected to the good of the community. The community benefits not only from the students' work, but also by fostering civic involvement and developing future leaders.

The Commitment.

During the semester the student works for an approved agency/organization for 10 to 20 hours. The agency designates a supervisor who introduces the student to the project and provides guidance as needed. The student works in a responsible, professional manner, and she/he also maintains a log of hours worked. The supervisor is asked to verify this and to provide a short written evaluation at the end of the service. Additionally, the student writes a reflective paper according to the criteria set by the professor. In this paper the student integrates his/her service learning with course concepts. The service learning component of a course is one of a number of its assessments, among the other assessments are the more traditional exams, homework, lab work, and such.

Nature of the Service Projects.

Probably most projects in which students would participate are ongoing and lend themselves to multiple workers over time.

Establishing the Contract for Participation.

All arrangements for service learning are coordinated through the Center for Learning through Service at AACC. Briefly, the prospective student will review the list of opportunities, consult with the professor, and call the agency to request an interview for an assignment. If accepted, there is a form (The Service Learning Contract) which must be signed by the student, the site supervisor, and the professor. The deadline for submitting this contract is Feb 25, 2011.

There is much more information on the program's website: <http://www.aacc.edu/servicelearning/>
In particular, the Student Handbook document is available from:
<http://www.aacc.edu/servicelearning/studenthandbook.cfm>

The Director for Learning through Service is _____, 410-777-2366.

Possible Projects for FTR/SOC/BPA 105 for the Spring 2011 Semester.

There are only a limited number of projects available, so the sooner a student speaks to the professor and gets started in the process, the more likely she/he will be able to participate.

Option 1) Pursue an opportunity with the Institute for the Future at AACC (IF @ AACC). Participating in the Idea Incubator is particularly recommended (see p 82 of Service Learning Student Handbook).

Option 2) Pursue an opportunity with one of the Community Partners listed in the Service Learning Student Handbook.

The Service Fair will be helpful: Feb 10, 2011 in the Cafeteria, 10 AM – 1 PM. (Snow date is 2/17.)

Completed Hours Log and Evaluation Form due April 22, 2011.

Reflective Paper / Journal due Apr. 28, 2011.

In this paper, the student relates his/her project to course concepts according to guidelines given by the professor.