EDUC 362:

The Michigan Student Caucus

Winter 2020

For all course related correspondence, email both instructors at:

mscinstructors@umich.edu

Course Faculty:

Michael Fahy 734-646-4089

Jeff Kupperman 734-604-6117

Office Hours: As announced on the MSC site, or by appointment

Project website: http://www.michiganstudentcaucus.org

Overview

Online and offline participation in the Michigan Student Caucus (MSC) makes up the core of this course. (Required tasks and expectations are outlined later on in this syllabus.)

The Michigan Student Caucus is an experiment in digital democracy and an initiative representing the interests of students, K-12 through postsecondary, in Michigan. It is not affiliated with any political party.

The Michigan Student Caucus began its existence in 2001 as the Michigan Youth Caucus, a program developed in partnership with the Michigan Civics Institute, The University of Michigan, and The Michigan House of Representatives Special Commission on Civic Engagement. This program was originally developed by and for students to give young people a say in Michigan affairs. In its current guise, the MSC strives to represent the interests of students of all ages.

Under the leadership of former Michigan State Representative Doug Hart, the program thrived for two years, during which time thousands of students around the state actively took a part in shaping policy. Resolutions were written and voted upon using a (then) state-of-the-art website developed by students in the Instructional Project Design course at The University of Michigan; testimony was given in front of legislators in Lansing and real legislation made it onto the books as a result of the MYC's efforts.

In fall 2005, the project was revived as the MSC. With the help of numerous state and local politicians, not to mention the University, our goal is once again to have the voices of young people heard in state government.

Because the work of the MSC comes out of the issues that are raised and discussed, much of the coursework, including your reading and writing tasks, will depend on the collective interests and actions of the MSC community. In other words, success in this course depends on you taking an ongoing, proactive role in the MSC.

Big Questions

The MSC is, in one sense, an open-ended project, and so the issues that come up and the experiences that occur are, in large part, dependent on the ideas and interests of the

participants. There are some broad questions, though, that underlie the project as a whole. For example:

●   What are the most important issues facing young people and students of all ages, today and in the future?

●   How is it possible to effect change at a local and state level, in particular through the use of digital democratic discourse?

●   What can a person learn through participation in a project like this, and what are its benefits and limitations as an educational experience?   In particular, how can online and in-person experiences complement and enhance civic engagement and learning?

Through the tasks outlined below, you will address these questions both explicitly and implicitly.

A Design Mindset Approach to Policy Crafting

The core of the MSC is crafting public policy that reflects the interests of students throughout Michigan, and our approach treats this process as a kind of human-centered design challenge. Human-centered design asks the designer to put the user at the center of the process, looking at the world from the user's perspective, uncovering the user's underlying needs, and developing solutions that meet those needs through cycles of idea-generation, prototyping, and feedback.

In our case, the "users" are some segment of students in Michigan, and the "prototype" will be your legislative proposal. As you choose an area to focus on and gradually craft a proposal, you will be doing many of these things that are part of the design process, including defining your primary users, framing the problem from your user's point of view, coming up with multiple alternative solutions, and improving your design through several rounds of feedback and revision. To support your thinking, we will recommend parts of a [Design Mindset Card deck](), a tool created by InGlobal Learning Design to help guide work on design challenges of all kinds. We will make a PDF version of the cards available for your use in this course, and you may also order a physical deck if you wish.

What's Unique About This Class?

This course is conducted online and offline, both in the "classroom" of **www.michiganstudentcaucus.org** and in the "classroom" of our various communities. It spans your peer relations and your relationship as citizens to our local

and state governments. As such, it's important that we underline two important things related to the structure and spirit of this course that are directly connected with our evaluation of your work in Education 362:

First, it is important that you consistently demonstrate ***initiative*** throughout the class. The faculty will be very much present in the course, as will the topic coordinators, but because we don't meet each week, there won't be the same sort of implicit reminder to do your work that happens in a traditional class that meets face-to-face. If you're going to be successful in this course, you need to take the initiative to consistently do your online work, to keep up with course readings, materials and schedules, and to make sure that you're doing your service work and attending town hall meetings. You also need to show the initiative to seek out consultants to your proposal writing that can truly help you to see an issue from different and broader perspectives. If you are someone who needs your professor to push you to do your work, Education 362 is not the course for you.

The other big idea to keep in mind is ***connections.*** We expect that aspects of your work in this class (your service activity, for example, or the "provocations" discussions detailed below) will influence your work in other parts of the class (your proposal writing and your participation in the online discussions, etc.). We encourage you to look for useful connections between aspects of your studies here at the university and your work and thinking in the Caucus. We want to see you *actively* seeking out these connections, and making them visible in your work throughout the term, *particularly* in your final portfolio.

Tasks and Expectations

1. ONLINE REQUIREMENTS.

Overall requirement for consistent contribution.

At the absolute minimum, you must make numerous thoughtful postings in the various areas of the website (including substantial contributions to both discussions and proposals) at least three days a week, EVERY WEEK.

Please note that this means visibly contributing online on at least three different days each week, *every week* of the term. It goes without saying that these posts should be well-researched, well-reasoned, and articulate, and they should add substantively to the level of civic discourse in the program. **We expect that many of your posts will**

reference other sources that support the point you're making, or that enhance the discussion.

While you should decide what and how to contribute based on the goal of adding meaningfully to discourse in the Caucus, as a rule each week your postings should include both new ideas/information (including your own ideas and references to outside media) AND responses to others. Combined with the other programmatic requirements listed below, ***this is the bare minimum required for a passing grade.*** Higher grades will require considerably more commitment and input on your part. In-person work with other MSC members, interest groups, and people in the community is also highly encouraged; to get credit for this work, documentation (such as meeting notes) must be submitted in your final portfolio. If you are not able to log on for more than a day or two, you must contact the instructors as soon as possible.

Areas of online activity:

a. PROVOCATIONS, January 14-27.

We will start off the term with a series of "provocations" -- images, maps, quotes, documents, and other artifacts meant to spark curiosity, raise questions, and point to various problems and challenges affecting students across the state.

Topic Coordinators and MSC faculty will facilitate the conversation, and each MSC student is expected to take an active part in the PROVOCATIONS discussion, both by posting yourself, and also by responding thoughtfully to the ideas of others. Your work will be evaluated by the quality and frequency of your participation in the discussion, but also by evidence you'll provide in the final portfolio articulating how your participation in the discussion both reflected and impacted your thinking, and ultimately how it informed the creation of your proposal idea and the crafting of your proposal itself, as well as your participation in the MSC discussions.

b. Issue Area Discussion.

You are expected to contribute to brainstorming discussions, critiques of proposals, and/or discussions about proposal ratings on a daily or near-daily basis. Discussion posts may be informal in tone, but they should be as specific and detailed as possible.

This semester we will be considering eight different **issue areas**:

1. Health of youth and children
2. Gender and social rights

3. Income and wealth equity
4. Transportation and mobility
5. Education
6. Youth criminal justice
7. Environmental quality
8. Technology and Social media

In each area, discussion should aim to define underlying problems, explore various points of view (including but not limited to political, economic, social, cultural, legal, ethical, and historical perspectives), and highlight strategies that have been taken or could be taken to address challenges particular to Michigan, with special attention to the interests of students of all ages across the state. Ultimately, based on the topic of interest for your proposal, you'll be choosing to post first your media artifact, and later a point of view statement and your potential solutions to the problem you've identified (along with your proposal itself!), in one of these issue areas.

Good discussion posts may reference related ideas within or outside the MSC; they may offer alternative perspectives or relevant background information; they may provide specific suggestions for improving ideas, they may broaden or narrow the scope of proposal, and they may constructively point out weaknesses or inconsistencies. We will expect you to speak substantively about the topic or proposal being discussed, and to support your statements with evidence and elaboration.

In addition, you are expected to find and share interesting and relevant articles/videos/podcasts/tv or radio broadcasts that discuss or present issues of concerns to citizens of Michigan.

Needless to say, while criticism and debate are expected and encouraged, we expect that all discussion posts be constructive and respectful in tone. Personal attacks on others will not be tolerated.

c. Proposal Authoring.

You must author, or significantly co-author with no more than **one** partner, a substantive legislative proposal.

There are **four formal steps** en route to the proposal you (and your partner, if you choose to work in a pair) will complete by **March 27**. These steps are outlined below in some detail. In brief, **Step one** is a media artifact you'll create that conveys the broad outline of the problem you've elected to address. **Step two** involves identifying and

carefully describing the problem you plan to address (in the form of a "primary persona" and a point of view statement). **Step three** involves outlining three potential solutions to the problem, and **Step four** is the final proposal submitted for consideration by your peers for potential inclusion in the MSC Platform. These steps, underpinned by your research, at least one "proposal check" meeting with a faculty member, and feedback from topic coordinators and your colleagues, will lead to your actual proposal, the fourth and final step, which will include a detailed spelling out of the problem you've identified and the solution you've decided to propose, as well as a detailing of your research and thinking processes that led to your completed proposal. Please also note that, in the spirit of increased "caucusing" and workshopping of ideas, we expect that each of you will be discussing these postings. **(Please see Appendix A, "Proposal Authoring Checklist.")**

Your contribution to a co-authored proposal will be judged based on the contributions made with your username, so **be sure to post your contributions under your own name**.

Please note that you may wind up starting a proposal that you choose not to finish, and that's fine, provided you allow yourself sufficient time to submit a proposal that meets the requirements stipulated. Proposals you do not intend to complete should be marked with the word "WITHDRAWN" before the title, and they will not be considered for the platform or for grading purposes.

IMPORTANT: Proposals **must begin with a reference to a current Michigan law** (from "Michigan Compiled Laws") or a bill proposed in the Michigan Legislature ("Legislative Bills"). Current bills and laws can be found at http://www.legislature.mi.gov. You should aim to find the bill or law that is most closely related to your own proposal. Proposals should describe and justify a change, amendment, extension, repeal, or other improvement to the referenced law or bill. Needless to say, your proposal should carefully consider the rationale for the original law or bill, its effects (social, economic, political), the perspective of its supporters, and the potential impact of your proposed changes.

Consultations on Your Proposal
Additionally, to encourage substantive research into other communities: for a proposal to be considered valid, its authors must consult with **at least three people** outside of the MSC who have specialized knowledge or insight about the issue (including but not limited to professionals, professors, government officials, and community leaders) and

engage them in substantive discussion regarding the proposal's need, scope, practicality, and likely impact on the lives of students in Michigan. **These consultations must be listed in the "consultations" section of the proposal, and they must be documented by (a) a video or audio clip of the discussion and/or (b) a text summary of the discussion or (c) a text transcript of part of the discussion. All documentation must be included in the proposal or uploaded as an attachment.** Note: consultations must be conversations with real, live people, not something you read on the web! Website references should be included, where appropriate, in the "references" section of your proposal, not in the consultations. *A top-rated proposal will have consultants who challenge your proposed solution, or who offer different perspectives on the nature of the problem that you are addressing.*

Consultations should be conducted during Step One and Step Two of the Proposal Authoring process.

d. Instagram Posts

After the platform has been finalized, if you are *not* presenting a proposal at the hearing in Lansing, we will ask you to create one "Instagram-style" slide that represents one key idea in your proposal. Co-authors should create one slide together.

This slide should include:
- An engaging image
- Up to six provocative words overlaid directly on the image (not the title of your proposal)
- Author name(s) and school in the speaker notes section below the slide (not on the slide itself)
- Proposal title in the speaker notes section below the slide (not on the slide itself)

e. Service Check-In submission. By **February 7**, you will need to post a brief summary on Canvas in which you tell us *a) where you're doing your service work; b) what you know about you'll be doing, and c) where you see opportunities you can seize upon to connect your service work with your proposal writing and your participation in the thematic area discussions. (See section 2b "Service Activity" below.)*

STEPS TO YOUR PROPOSAL (in detail)

Step 1
The Broad Context: Creating a Media Artifact
The first step in the process is your creation of an original media artifact, designed to engagingly convey the background and context for the specific issue you (or you and your partner) are interested in. This step begins with the research and thinking that you (or you and your partner) will devote to identifying an issue that you find compelling, and to gaining a broad understanding of the roots of the problem. Your purposes for creating this media artifact are to educate an imagined audience member who lacks the background on your topic that you'll have acquired, and to convey your clear understanding of the context for the specific issue that interests you. We want to encourage your creativity here; you can make a video, create a podcast or a radio news report, design an infographic or short graphic nonfiction, or write a journalistic article that could be published in a magazine or a news website. Whatever you create has to include the voice of at least one additional person who has something relevant to say about the issue…it could be one of your consultants, or someone one of you met at your service site. If you can actually include a video or audio recording of the person that's great, but it's more than acceptable to simply include their words, as they were said to you in conversation. **Your media artifact must be posted on the MSC site by February 12.**

Step 2
Framing the Issue: The Primary Persona POV statement
Although you have already taken an in-depth look at some of the major issues facing Michigan, at this stage you should start narrowing your focus to a more specific problem media artifact narrowing your focus to a more specific problem, by imagining an actual person who is affected by the issue you have chosen.

By **February 22**, you (and your co-author, if you have one) with need to post on the MSC site a Primary Persona and a Point of View Statement. Your Primary Persona should be a description of an individual (imagined, but based on real people) who is affected by the specific issue or problem you've identified. The POV Statement describes the problem empathically from that individual's point of view, including a statement of that person's need and an insight about how that need relates to both the person and the issue.

More details about the Primary Persona and POV statement will be provided later in the semester.

You should be identifying and contacting potential consultations during this time

Step 3
Addressing the Problem: Three Potential Solutions
Having defined the problem you intend to address, this final preparatory step provides you the opportunity to show your ingenuity and breadth of perspective in addressing the problem at hand. By **February 28,** you must detail three possible solutions to the problem you've identified, and post them in your proposal document. In outlining your three possible solutions, we want to see evidence that you've thought expansively about the nature of the problem, and that you've put effort into describing each potential solution clearly enough that each one is credible and distinct from the others. We're also looking here for evidence that you understand the nuances of the issue you're addressing well enough that you could articulate solutions that utilize different starting points. Make sure that you allow yourself enough space to credibly describe each of your potential solutions, and note that you'll ultimately be choosing one of these solutions, or combining them into the core of your actual proposal.

Step 4
Completing your Proposal
The elements of a finished proposal are spelled out in great detail under **proposal authoring** above. They include your telling the story of your research and writing process, your description of the consultants you spoke with and what you learned from them, a detailed statement of the issue your proposal seeks to address and how your proposal can be paid for, an annotated listing of the sources you used in your research, and an outline of potential arguments *against* your proposal. As with the portfolio form, we encourage you to look at the proposal form (click on **PROPOSALS** in any theme area, and then select **view full form**) early in the term, so you know exactly what you need to prepare. ***The final draft of your formal proposal is due on March 27th.***

***Don't Forget...*Consultation with a Topic Coordinator**

Finally, you must review your proposal with one of the Topic Coordinators, all of whom are veterans of the MSC. The Topic Coordinator will review your proposal for its coherence, practicality, and originality, will ask you questions, and will offer you some

thoughts both about the merits of your proposal and about how it might be strengthened. *There is a section on the proposal template where you'll be asked to talk about the feedback you received in your topic coordinator review, and how it impacted the evolution of your proposal.*

Please also note that the faculty will be scheduling office hours each week, and they are very happy to brainstorm ideas with you and/or to offer your feedback on your proposal. Faculty are also willing to schedule individually with you if your availability doesn't match with posted office hours, but you must be proactive about seeking out these opportunities. Contact the faculty at: **mscinstructors@umich.edu**

2. OFFLINE REQUIREMENTS

While much of work in the course will be online, all students must fulfill the following offline requirements:

a. Orientation session. The mandatory orientation will take place on Tuesday, **January 14** from 7:00-8:30 pm in Schorling Auditorium (1202 School of Education).

b. Service activity. By **February 3,** you must have begun your service work, committing to contributing at least 10 hours of service to an approved organization and begin that activity. Service activity should be scheduled in consultation with the organization. **Service activity must be done with an approved organization.** A list of approved organizations will be posted on the MSC website. *Your* **service check-in (see above)** *is due on Canvas by* **February 7.**

A primary purpose of your service activity is to gain firsthand knowledge and experience with issues facing communities in Michigan; you are strongly encouraged to discuss these issues and potential legislative solutions with members of the organization, and to use these discussions to shape proposals that you author. Service activities, therefore, should be chosen so as to create **opportunities for meeting people and experiencing situations outside of your regular day-to-day environmen**t and you will be expected to write in your portfolio about how your service activity informed your work in MSC, and your thinking about that work. **Activities that consist mainly of fundraising, activities that involve minimal contact with other people (e.g., clerical work, cleaning), or activities that only bring you into contact with other UM students, generally do not meet these goals and so,**

while they may be worthy activities in themselves, they are not appropriate for your MSC service requirement.

To initiate your service activity:

1) Contact the organization to discuss your potential service activity. Keep in mind that organizations do not have an obligation to accept your offer of service, even if the organization is listed as pre-approved. Most organizations have limited opportunities and they may be looking for volunteers with particular backgrounds and/or availability.

2) As you begin your service, please carefully document your hours of activity, reflections and observations, consultations with service providers and members of the public all for inclusion in your final portfolio. **At term's end, you'll submit as part of your portfolio a list of hours and locations worked.**

3) Those of you who'll be working with minors will need to have a background check done here at the U of M. The process is simple, and we'll provide you with the link at which you can request the check.

c. Town Hall Meetings. Throughout the semester we will schedule or designate public events as "town hall meetings" in which you will have the opportunity to talk with experts and stakeholders about your service work, about community activism and the legislative process, and about significant political issues in Michigan. You must attend and actively participate in **at least two** of these meetings during the semester. Town hall meetings will be listed in the "Events" section of the MSC website during the early part of the semester. You should take notes and be prepared to document in your final portfolio at least one important thing you learned from each meeting attended. *There will be at least eight town hall meetings during the term and we STRONGLY ADVISE you to attend town hall meetings early in the term when you are able to do so so that you don't get stuck being unable to meet this requirement.*

 Town Hall Meeting Guidelines:

- **Reading & Question for the Speaker:** Several days before each town hall meeting a reading for that meeting will be posted on the MSC website. You are expected to do the reading and *come to the meeting with a question (inspired by the reading) written on a paper or index card that you'll hand in before the meeting starts*. Make sure that you keep a second copy of the question, or take a

cell phone photo, in case you're asked by a faculty member or topic coordinator to pose your question to the speaker.

- **Laptops Closed:** Out of respect for our speakers, laptops must be closed during town hall presentations.

d. "Proposal Check" Meeting with MSC faculty. Either individually, or with your proposal co-author, you must meet with one of the faculty--**between February 17th and 26th**--to discuss your proposal. At this 20-minute meeting you are expected to be ready to talk specifically about the following four items:

✔ *What is the problem to which your proposal is a response, and what might your solution/s be?*

✔ *What legislation in other states have you looked at as a possible model?*

✔ *Tell us about one consultation that you've already had and what you learned from it.*

✔ *Who might you talk to (as a consultant) in order to get some push back on your proposal ideas and/or a different "take" on the issue at hand?*

As per usual, office hours will be scheduled by the course faculty throughout the "proposal check" period. If you're having trouble finding a workable time during scheduled office hours please message the faculty at: **mscinstructors@umich.edu** and we'll find a meeting time.

e. House Commission on Civic Engagement Hearing. All proposals that are passed into the MSC platform will be presented before a special commission of the Michigan House of Representatives in Lansing at a date to be determined, near the end of the term. Topic coordinators and proposal authors will do the actual presenting, but **attendance is** *mandatory* **for all MSC members.** *The hearing may be scheduled as late as the last study day before finals; please plan accordingly.*

3. FINAL PORTFOLIO

A final portfolio must be submitted to the instructors via the MSC website (a link will be posted near the end of the term). A template document containing detailed guidelines will be provided. The final portfolio will be due **April 24**, submitted via Canvas.

Importantly:

· It is your responsibility to read the announcements on the MSC site, and to check your email regularly for messages from the instructors.

· It is your responsibility to make sure that evidence of your participation and contributions to the caucus is accessible and apparent to the instructors.

Topic Coordinators

Experienced MSC members will take leadership roles as "Coordinators" for each issue area, facilitating discussion and providing ongoing feedback on proposal and their component parts. The role of topic coordinators is to both support and challenge MSC members as they work to identify, select and formulate specific proposals linked to the various issue areas. Topic Coordinators will help caucus members define problems, look for causes, acquire background information, and identify resources for their proposals; as well as organizing the MSC platform from those proposals receiving the most votes, and introducing their topic areas at the hearing in Lansing. They will list their own office hours as well. Please give the Topic Coordinators your utmost cooperation.

Office Hours

Office hours will be available each week with faculty and/or topic coordinators. Dates, times, and locations will be announced on the MSC website.

Grades

Grades will be based on the average score from the nine categories in the rubric below, along with your score from the syllabus quiz (weighted to count the equivalent of ¼ of the rubric categories, or just under 3% of your total grade) :

3.6 <= 4.0 A*

3.3 < 3.6 A-

3.0 < 3.3 B+

2.7 < 3.0 B

2.4 < 2.7 B-

2.1 < 2.4 C+

1.8 < 2.1 C

<1.8 D/E

*Grades of A+ are given only rarely, in cases where a student has reached the level of "4" in all areas and has exceeded even that high level in multiple ways.

Final grades will take into account your work over the entire semester, viewed holistically. **You may email the instructors at any time *between the third and tenth week of the semester* for an assessment of your work to date.**

MSC Grading Rubric

(Note: You could probably figure this out, but "4" is best in each category.)

GENERAL CATEGORIES
Consistency of Participation
1-Posting happens inconsistently throughout all or most of the term OR large portion of postings made during the final couple of weeks.
2-Substantive postings on many days spread across the term, but there are several gaps of more than 2-3 days in which there are few or no postings, or weeks when there are postings on fewer than 3 days.
3-Posting happens consistently on at least 3 different days each week.
4-Week in and week out, there are *many substantive postings across several days*; most weeks have postings on 4 or 5 different days, with multiple postings on many days.

Quality of Writing
1-Often difficult to understand the main idea of postings, with frequent grammatical errors or expressive confusion.

2-Work is often grammatically weak or expressively unclear, assertions may be shallow or not well supported.

3-Work is generally clear and well written, but may still have a few errors. Writing style is appropriate and respectful to others.

4-Written work is clear, concise, and done with evident care. Writing style not only respects the readers but helps engage them in lively, productive conversation.

Perspective-taking

1-Work seems perfunctory, without critical reflection or investigation of alternate perspectives. Little evidence that ideas were developed and revised over time.

2-Inconsistent exploration of ideas and perspectives, and infrequent demonstration of inventive thinking. Multiple alternatives are raised, but not carefully considered.

3-Student often explores multiple solutions through research, innovative thinking sometimes develops during project. Alternate perspectives are given serious consideration.

4-Consistently displays willingness to try multiple solutions and ask thought-provoking questions, leading to deeper, more distinctive results. Student fully explores alternative ideas, and proposed solutions are clearly developed through several iterations. Multiple perspectives are raised, analyzed, and clearly incorporated into the student's thinking. Decisions are well-considered and fully explained, and take into account a wide range of information, perspectives, options, and outside sources. The interests of students of all ages across Michigan are taken into consideration consistently throughout.

SPECIFIC CATEGORIES

Discussion and Comment Postings

1-Postings are cursory, superficial, or vague.

2-Postings make relevant points, but often lack adequate support for assertions.

3-Postings are consistently relevant, and assertions are consistently supported by evidence or references.

4-Postings are relevant and well-supported, AND they respond to others in ways that raise important questions or add different perspectives. Many posts are part of back-and-forth conversations that develop over time.

Media artifact

1-The artifact is unfocused or irrelevant, or has major mechanical problems, or is difficult to understand at all. Information may not be cited properly or at all, or incorrect facts are presented.

2-The artifact identifies an issue but it doesn't make clear why it is important to students, or the issue is addressed only in a superficial way, or the presentation is not clear and well-formed. Citations may be missing or incomplete.

3-The artifact clearly and concisely identifies an issue of importance to students, but it's not clear that effort was made to uncover the "problem behind the problem," or the presentation

isn't as compelling as it might be, or effort is spent proposing solutions rather than focusing on the problem. Sources of information are cited, but some citations may be missing or incomplete.
4-The artifact identifies an issue of importance to students across Michigan, and makes it clear why the issue is worthy of attention. The issue is presented in an engaging, compelling way, framing the problem clearly without proposing specific solutions. There is clear evidence that the authors dug deep into the problem, considered multiple perspectives and many sources of information, and used relevant data to generate non-obvious insights. Sources of information are clearly and appropriately cited.

Persona and POV statement
1-The persona and POV are incomplete, irrelevant, unrealistic, or otherwise unacceptable.
2-The persona and POV are complete, but they are superficial, or give little sense of a real human being, or are described with little empathy, or the persona and POV are not aligned with each other.
3-The persona is specific, realistic and described with empathy, but perhaps with some vague or stereotypic elements. The POV statement is aligned with the persona, and both are relevant to an issue that will be at the core of the proposal.
4-The persona is concise and well-crafted, and gives enough information so that the subject emerges as a realistic individual. Both the persona and POV are written with clear empathy for the subject, taking into account that person's perspective and the situation they are in. Both the persona and POV are clearly relevant to an issue that will be at the core of the proposal, and create special insight into that issue. The subject is more than a caricature or general "type," and a clear effort has been made to go beyond stereotypes. A plausible image (head shot) of the subject is included. The POV statement is one well-formed sentence and is well aligned with the persona.

Proposal content
1-Created proposal is undeveloped, failing to define and address an issue, or having many weak or missing elements.
2-Created proposal is inconsistent in its development, failing to fully define and address an issue, or having some weak or missing elements.
3-Created proposal identifies and addresses a fairly well-defined problem, showing some originality and evidence of research, with perhaps a couple of underdeveloped elements. The solution is specific and detailed, clearly stating how the solution will be implemented and funded.
4-Created proposal is thorough and well-researched, making an original contribution that includes identifying and addressing a compelling problem of particular interest to students in Michigan. It is clear that students of different ages, in different geographic locations in Michigan, and with different personal backgrounds have been considered when choosing the problem and solution.

Background research and experiences (includes engagement with consultants, service activity, town hall meetings, and other research)

1-Little evident care or thought put into various aspects of background research and experience; little evidence that research and experience have impacted the proposal.
2-Background and research is relevant to the topic in a general way. E.g., consultations may be described without much detail, insights from town halls and service activity are perfunctory, etc.
3-Solid thought and reflection is put into consultations, service activity, and town hall meetings, though alternate perspectives are not thoroughly explored.
4-Student goes out of the way to find information and people that can provide deep insights and alternate perspectives. Consultants are chosen thoughtfully so as to add depth to the proposal, provide specialized knowledge, and to provide alternative points of view. Town halls are used as opportunities to make connections and expand perspectives. Service activity is seen as an opportunity to engage meaningfully with others and explore alternate points of view. Relevance of all of this activity is explained clearly and in detail.

Final Portfolio and slides (hearing presentation slides or "instagram post" slide)
1-Cursory or incomplete summary of activity throughout the semester. Slide(s) are missing or carelessly done.
2-Complete summary of activity throughout the semester, but with little attention to how the student's thinking developed over time. Slide(s) are done but may be superficial.
3-Complete summary of activity throughout the semester, showing reflective analysis of one's own learning and growth of understanding over time. Examples of work are chosen to demonstrate the student's understanding and growth. Slide(s) are thoughtfully done and relevant.
4-Insightful and complete synthesis of the semester's work, showing deep understanding of the issues the student engaged with, and making cogent connections among online work, service activity, town hall meetings, and the hearing. Student shows an understanding of her or his own learning, and how it developed through experiences in the MSC. Portfolio shows evidence that the interests of students across Michigan framed the work throughout the semester. Slide(s) are elegantly done and relevant.

Schedule

Unless otherwise noted, MSC activity is ongoing, and you are expected to make substantial contributions on a minimum of 3 days each week. Due dates will be adjusted and Town Hall Meetings will be scheduled as the semester goes on--all of this will be reported on the MSC website.

Date	Tasks
January 14	Mandatory Orientation from 7:00-8:30 pm in Schorling Auditorium, 1202 School of Education; MSC activity begins immediately after orientation.
January 14-27	Provocations discussion.
January 28	**Syllabus Quiz due** (on Canvas)
January 29	Issue discussions begin.
February 3	**Service activity must begin** by this date.
February 7	**Service check-in due on Canvas** (faculty will post responses there)
Feb 16	**Media Artifact due.** Begin posting reactions to artifacts by others.
Feb. 17- 26	**Proposal Check meeting with faculty** (by appointment)
Feb. 22	**Primary Persona and POV Statement due**
Feb. 28	**Three possible solutions due.**
Feb. 29-Mar. 8	Spring break
March 17	**First Draft of proposal due** (must include at least 3 consultations)
March 27	**Final Draft of proposal due**
Mar 28- Apr 6	Rating of proposals and related discussion.
April 13	**Instagram Posts due**

Late April   **House Commission hearing in Lansing**

April 24   **Final summary/portfolio due by midnight.**

Conditions and Disclaimers

SYLLABUS DISCLAIMER: This syllabus is subject to change. Any changes will be announced on the MSC website; all students are responsible for monitoring course announcements.

GOOD CONDUCT: Participants are encouraged to take strong positions and debate issues passionately. However, any activity that is intended to prevent other members from participating, or that is intended to damage the technical infrastructure of the MSC, is strictly prohibited. In addition, participants must adhere to the policies of the computing environment from which they are accessing the MSC. Violators will be suspended from the course, and additional disciplinary action may be taken as necessary.

PLAGIARISM POLICY: As a participant in a public forum, you are expected to refer to ideas and statements from both inside and outside the MSC. Such references are expected to be respectful and appropriate, and they must give clear, specific attribution to the original source. It is assumed that anything posted under your name is your own work, unless explicitly attributed to someone else. Outright plagiarism will result in a failing grade for the course and possible additional disciplinary action.

APPENDIX A

Proposal Authoring Checklist

Step one - Media Artifact
Due: **February 16**

Step two - Primary Persona and POV Statement
Due: **February 22**

Step three- Three Potential Solutions

Due: **February 28**

Step four- Final Proposal
First Draft due: **March 17**
Final draft due: **March 27**

Consultations (due with first draft of proposal, March 15)
  1. Name, Area of Expertise, Contribution
  2. Name, Area of Expertise, Contribution
  3. Name, Area of Expertise, Contribution

Other Requirements:

"Proposal Check" Meeting with MSC faculty
Due: between February 17-26, by appointment
  1. Name of Faculty, Date
  2. Summary of Conversation

Each term, the content of the MSC site is archived, usually within 3-4 weeks of the end of the project, so that room can be made for the new term's work. Should you ever wish to have access to your work on MSC after your term's content has been archived, simply email the faculty: **mscinstructors@umich.edu and we will provide you with access to your archived site.**