

HNRS-113: Portfolio Seminar II

Dr. Maggie

Fall 2022

Office: Trexler 270B
Office hours: T/TH 1:15-2:15PM, Wed 2:30-3:30PM (or by appointment)
Contact info: rahmoeller@roanoke.edu (email me any time!!)

Class meeting time: Mondays, 2:20-3:20PM, Lucas Hall 217

Course Description

Honors 113, Honors Portfolio Seminar II, is a ¼-unit required course for all second year Honors students at Roanoke College. The course encourages you to develop deeper connections to the campus and community by focusing on a single cultural, intellectual or service activity each semester while further developing academic and personal goals. This course also provides a foundation for the Distinction Project and continues development of the Honors Portfolio.

This course expects you to spend at least three hours of work each week inside and outside of class.

Intended Learning Outcomes

By the end of HNRS 113 and HNRS 114, students will be able to:

1. Identify and understand the purpose of high-impact academic and intellectual opportunities.
2. Recognize and articulate how these opportunities connect with personal goals.
3. Prepare to be competitive for these opportunities through targeted experiences as well as oral and written and presentation.

Attendance

Class attendance is mandatory. In case of extreme circumstances such as medical or family emergency discuss the situation with me before class. Students are personally responsible for obtaining any materials or information covered if they miss a class. Any student with more than one unexcused absence may be dropped from the course.

If you have a temperature of 100.4 or higher or other COVID symptoms, don't come to class. Call Health Services IMMEDIATELY. Do not come to class or go to any public area on campus. In order for your absence to be excused, you must give Health Services permission to notify me that you have consulted them about COVID symptoms. If Health Services informs you that you should isolate and not attend class for multiple days, inform me so that we can make a plan to keep you current in the course. All absences caused by consultation with Health Services about coronavirus symptoms or isolation ordered by Health Services will be excused but you will need to do the work.

On Inclusion: I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Texts: Readings will be distributed in class or online.

Topic Outline

The topic outline is given below. Any changes will be announced by email.

Week of	Detail and activities	Activities to be Completed and Assignments Due	Resources
9/5	Overview of semester, discussion of goals and co-curricular plans.		Your Roadmap
9/12	(Class doesn't meet)	<i>Co-curricular discussion with your instructor</i>	
9/19	Planning and Proposing the Distinction Project, Choosing a Project Supervisor	Co-Curricular Plan Due (Submit to ePortfolio)	Distinction Project Guidelines
9/26	Distinction Project Idea Generation Workshop		
10/3	(Class doesn't meet)	Distinction Project discussion with your Honors Advisor Co-Curricular Reflection I Due	
10/10	(Class doesn't meet)		
10/17	No class: Fall Break		
10/24	Reflections revisited		TBA
10/31	(Class doesn't meet)	Individual pre-registration meetings with Honors <u>advisor</u>	
11/7	(Class doesn't meet)		
11/14	Video Reflection Showcase	Video Reflection Draft Due In Class	
11/21	(Class doesn't meet, Thanksgiving Break)	Final Video Reflection Due – Submit to ePortfolio	
11/28	(Class doesn't meet)	Individual Roadmap and Project Advising Meetings with Honors Advisor (Class doesn't meet) Distinction Project Progress Report Due	
12/5	Overview of next semester, sharing co-curricular experiences	Revised Roadmap Due Activities paper due	

Note that there is no scheduled final exam in Hnrs 113.

Co-Curricular Requirements

You are required to participate in a minimum of 25 hours of co-curricular and service activities, with at least 5 of these hours in service. In the second Honors year it is expected that your co-curricular work will be clearly related to the strategies set forth in your Roadmap. A one-page co-curricular plan is due during our second class meeting. In this document you should discuss planned activities, how they relate to your Roadmap, and any

concerns you have about achieving your plan. I will review this plan with you and make suggestions for an optimal experience. Each event/experience you attend must be described and logged in your Honors e-Portfolio. Note: Some other courses and programs on campus require co-curricular hours and experiences. You are welcome to count one experience for two programs (e.g. a science speaker for both Honors and EPiC credit in Chemistry), so long as you have permission from the other instructor/coordinator to do so.

A note on the second-year co-curricular requirement: The goal of the first year of Honors co-curriculars is exploration. The goal of the second year is depth of experience. As such, there is generally a clear difference between what counts in year one versus year two. Similarly, the prescriptive nature of the year one co-curricular guidelines is softened in year two in favor of student-planned and instructor-approved experiences designed to provide depth of experience (paid or for-credit research work with a faculty member now counts, as may some work for campus organizations). This means that what counts for one student may not count for another, as different students have different goals as reflected in their Roadmaps. To do this assignment well is to take some time to think about how you can turn clear interests into experience over the course of the term. This could be shadowing, service/volunteering work, laboratory work, research with a faculty member, and more. New, deeper experiences in an area of interest lead to increased skills and knowledge in a subject area (which in turn may improve Distinction Project preparation and will open doors for opportunities and decision-making beyond the sophomore year). Your co-curricular work is not required to be related to a declared or planned major, minor or concentration, but in many cases will be given developing interests and aptitudes in these areas. Group discussions and scholarly speakers may be supplemental to the co-curricular hours planned (e.g. a few hours), but should not constitute the majority of the plan.

Distinction Project Preparation Meetings

In lieu of several course meetings this term you are asked to attend at least three Distinction Project preparation workshops/activities (several will be offered). You will meet with your Honors 113 instructor early in the term to discuss preliminary Project thoughts and decide on optimal meetings to attend. These meetings may or may not be held during class time, so please plan ahead so you can attend meetings that seem most useful to your interests. Meetings will be designed to cover possibilities for Distinction Projects in the sciences, social sciences, and humanities, with additional meetings about topics such as writing, film, study abroad and community service. Less formal “idea chats” will also be offered. In addition, a one-on-one discussion (of at least 20 minutes) with a potential Project Supervisor (typically a faculty member) can be used as one of the three required meetings. The meetings do not count toward the 25 hour co-curricular requirement.

The goal of the preparation meeting portion of the course is to allow students to work at their own pace in the exploration of Distinction Project opportunities that best fit their interests. Some students will work toward Project proposal in Hnrs 114, while others will wait until the junior year. You’ll make this decision early in Hnrs 114, but should be thinking about it now.

Assignments

Several writing assignments are required for this class. Some of these will help you assess your interests and abilities, identify and articulate your goals and values, and create a personal strategic plan for your college career. You will also identify connections between the Liberal Learning Goals and your courses.

Co-curricular plan: This is a one-page description of how you plan to achieve the required 25 co-curricular hours this term. The expectation in Hnrs 113 and 114 is that each of your co-curricular activities should be clearly tied to your Roadmap, and that, when possible, you should select one or two activities to achieve depth (rather than breadth) of experience. You will discuss your co-curricular plan with your instructor during your week three meeting.

Co-curricular Reflections: While each co-curricular event/experience you attend requires a few sentences of description in your e-Portfolio log, two times during the semester you are required to choose an event and write a more detailed (1-2 page) reflection on the event's influence on your own path. A sample prompt (DEAL model) for such a reflection is located in the appropriate section of your e-Portfolio. Remember that a strong reflection is more about you than about the event itself. Resist any temptation to simply write a play-by-play description of the event or what you did. Think critically about how the event has affected your path and helped you draw connections between the event and your experiences, whether in large or small ways. Your reflections should be posted in your e-portfolio, and I may request a paper copy to facilitate feedback.

Roadmap Assignment: The Roadmap you completed last year is designed to be an active and ever-changing document. You are asked to keep the document updated throughout the term.

Distinction Project Progress Report: This 1-2 page document lists the Distinction Project Preparation Meetings you've attended (at least three), then provides a statement of your current thoughts on your Honors Distinction Project, including: possible topics/questions, when you see yourself proposing the Project, steps you've already taken, and the steps you plan to take next. You do not need to have a clear picture of your Distinction Project as you finish Hnrs 113 – most Honors students don't. You should, however, be able to show significant progress in exploring possibilities as they relate to your Roadmap.

Activities Reflection Paper: In 2-3 pages, respond to the following prompt: Choose one of the values in your Roadmap as a focus for this essay. Articulate how your co-curricular experiences this term (at least three) have caused you to reflect upon that value. Has the value become more strongly held for you? Has the value been challenged? Has your understanding of the value become stronger or changed? In your reflection, strive for nuance and depth of explanation. Share how this reflection on an important value might affect your personal goals and strategies - short- and long-term - for achieving them.

Participation

This course is run on a seminar basis. Students are expected to engage actively with their classmates and instructor around the topic at hand.

Grades: HNRS 113 is the third course in a four-semester sequence that is graded on a pass/fail basis. A passing grade requires satisfactory completion of all course requirements, including e-Portfolio, co-curricular and service activities, Distinction Project preparation meetings, writing assignments, and attendance and participation. Students who do not receive a passing grade will be evaluated by the Honors Director and may be dismissed from the Honors Program.

Academic Integrity: You are expected to support the academic integrity policies of Roanoke College. Specifically, anything you submit to me must be your work and your work alone. It must also be an honest account of your participation. Remember that lying to an instructor or advisor (orally or in writing, such as your Activities Log) constitutes a violation of academic integrity and will be reported.

Course Modification: The syllabus serves as a course guideline and is subject to revision. We may need to make changes as the semester progresses. All changes will be announced in advance.

Accessible Education Services: If you are on record with the College’s Office of Accessible Education Services as having academic or physical needs requiring accommodations, please meet with me during my regular office hours or schedule an appointment as soon as possible. We need to discuss your accommodations before they can be implemented.

If you believe you are eligible for accommodations but have not yet formally contacted Accessible Education Services, please contact the Coordinator for Accessible Education Services at 375-2247 or drop by the Center for Learning & Teaching in Fintel Library.

Writing Center: The Writing Center at Roanoke College, located on the Lower Level of Fintel Library (Room 15), offers free tutorials focused on writing projects and oral presentations for students working in any field. Writers and presenters at all levels of competence may visit the Writing Center at any point in their process—including brainstorming, drafting, organizing, editing, or polishing presentation skills—to talk with trained peer tutors in informal, one-on-one sessions. The Writing Center is open Sunday through Thursday from 4 to 9 PM. Simply stop in, or schedule an appointment at www.roanoke.edu/writingcenter. Questions? Email writingcenter@roanoke.edu or call 540-375-4949.