

HNRS-114: Portfolio Seminar II

Dr. Maggie
Spring 2023

Office: Trexler 270B
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Student hours: MWF 10:30-11:30AM

Class meeting time: Monday, 2:20-3:20PM

Class meeting location: Maxey 106

Course Description

Honors 114, 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, you 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. You are personally responsible for obtaining any materials or information covered if you miss a class. If you have more than one unexcused absence, you 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 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.

Texts: Readings will be distributed in class or online.

Tentative Weekly Schedule

Week of:	Meeting Type	Detail and activities	Notes
1/16		(Class doesn't meet)	
1/23	Whole Class	Introduction to HNRS 114	
1/30	Individual Meetings	Co-curricular Plan & Distinction Project discussion with your instructor (Class doesn't meet)	Co-curricular Plan Due
2/6	Partial Class	<u>If ready to propose this term:</u> Distinction Project meeting with Instructor, Distinction Project Proposal Draft Workshop	If proposing this term, you should be working with a Project Supervisor by the end of this week.
2/13	Partial Class	<u>If not ready to propose this term:</u> Distinction Project Exploration Workshop, Plan for 2 meetings with professors / staff / groups on campus	If proposing this term, you should be working with a full Proposal draft by this week. Project Supervisor name, Project Title, Project Abstract due to Dr. B by Friday 2/17
2/20	Individual Meetings	<u>If ready to propose this term:</u> Individual Distinction Project Draft meeting with Honors Advisor (bring full draft Proposal) <u>If not ready to propose this term:</u> meet with one professor / staff / group on campus	Co-Curricular Reflection I Due
2/27	Optional	Distinction Project Proposal Draft Workshop OR Informal Question Posing Time	If proposing this semester, Proposal Due by 4PM on Friday, March 3
SPRING BREAK!!!!			
3/13	Whole Class	Next Distinction Project Steps, project sharing	If proposing this semester, Edited Proposal due Friday, March 17
3/20	Individual Meetings	Pre-Registration	
3/27	Whole Class	Resume-writing workshop	Co-Curricular Reflection II Due
4/3	Whole Class	Job Activities	
4/10	Individual Meetings	Roadmap, Distinction Project, Reflection – meeting with Instructor	Distinction Project Progress Report Due (if applicable)
4/17	Whole Class	What comes next? Sharing co-curricular experiences	Activities Reflection due
4/24		(Class doesn't meet)	

**Note that there is no scheduled final exam in HNRS 114.

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

Again this Spring, you will be putting some effort into your upcoming Distinction Project proposal. Many of you will not be proposing until next year (your Junior year), but we want each of you to continue making progress toward your distinction projects this semester. We have structured this course to allow you to work at your own pace in exploring Distinction Project opportunities that best fit your interests. You should decide early this semester whether you intend to propose this semester or next year.

If you are ready to propose this semester (whether you actually propose or wait til next year), we will spend more intentional time discussing the proposal process (including the budget) and you will be meeting with your Project Supervisor and your Honors Advisor (possibly me) to discuss/plan even more details of your project. We also hope you will share your proposal with the rest of your classmates after Spring Break.

If you are not ready to propose this semester, we will spend more time exploring ideas and interest, and you will be meeting with potential Project Supervisors and other potential Committee Members to make progress toward a Distinction Project idea.

Writing/Video Assignments

Several writing/video 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 two meeting.

Co-curricular Reflections (written or video format): 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 or create a video of 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 or discuss 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 (use a link for videos or embed your videos) in your e-portfolio, and I may request a paper copy or a draft of your video 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 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 114 – most Honors students don't. You should, however, be able to show significant progress in exploring possibilities as they relate to your Roadmap. Students who have proposed their Distinction Projects are exempt from this assignment. Instead, they should upload a copy of their proposal to their ePortfolio.

Activities Reflection: To reflect on your co-curricular work this term, please respond to the following prompt in 2-3 typed, double-spaced pages OR create an 8-10 minute video :

One of the stated learning objectives for HNRS 111-114 is to "recognize and articulate how high-impact academic and intellectual opportunities connect with personal goals." Reflect on your co-curricular and services experiences during your time in Portfolio Seminar (HNRS 111-114). Choose one of your goals from your Roadmap. Articulate how your experiences over your total time in Portfolio Seminar have connected with your personal goal. Choose at least three specific experiences to discuss. Did these experiences move you toward your goal? If so, in what ways? If not, did your goal change? How so? In your reflection, strive for nuance and depth of explanation. Consider what additional opportunities you may pursue in the coming years to continue moving towards this goal.

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 114 is the fourth 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, 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.

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.

Accessible Education Services (AES) is located in the Goode-Pasfield Center for Learning and Teaching in **Fintel Library**. AES provides reasonable accommodations to students with documented disabilities. To register for services, students must self-identify to AES, complete the registration process, and provide current documentation of a disability along with recommendations from the qualified specialist. Please contact Becky Harman, Assistant Director of Academic Services for Accessible Education, at 540-375-2247 or by e-mail at aes@roanoke.edu to schedule an appointment. If you have registered with AES in the past and would like to receive academic accommodations for this semester, please contact Becky Harman at your earliest convenience to schedule an appointment and/or obtain your accommodation letter for the current semester.

Student Health & Counseling Services supports students through in-person health appointments, in-person counseling, 24/7 telehealth (TimelyCare), Therapy Assistance Online, as well as resources related to general wellness, LGBTQ+, sexual assault, substance abuse, and suicide prevention. Unmet health needs can negatively impact your performance in this course. Student Health & Counseling Services can help. Please see <https://www.roanoke.edu/shcs> for more information and to access services.

The Writing Center @ 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.