**HNRS 101: Honors Portfolio (0 credit hour)**

Sections 1-3: Wednesday 3:30-5:15 PM

Sections 4-6: Thursday 7:05-8:50 PM

**Faculty Coordinators**

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+ Honors First-Year Seminar Faculty

# How to use this syllabus

This syllabus provides you with information specific to this course, and it provides information about important university policies. This document is a course overview; it is not a contract and is subject to change as the semester evolves.

**Course Description**

Honors Portfolio is a zero-credit course required for participation in the Honors College designed to allow students in their first year in Honors (including transfers) to get the most out of their Honors experience. This course guides students in an initial exploration of the Honors path and pillars. It leads students to consider what it means to be intellectual, professional, innovative, and transformational. Content includes information about Honors resources and requirements. Activities and topics may include research presentations from faculty and students, panels with alumni and industry representatives, introduction to research ethics, leadership and service, diversity and inclusion, and reflective writing. Course is taken twice and in sequence, beginning in the fall or spring semester. Students record their experiences throughout the semester and complete a reflective portfolio by the end of the year. A minimum of three class meetings or related programs will be required each semester. Required: Honors College membership. Required for the first year of Honors study.

|  |  |
| --- | --- |
| **Honors Portfolio Course Outcomes** | **Related Assignments** |
| * Understand Honors resources and expectations.
 | * Choosing the Honors Path and Advising Workbook
 |
| * Connect to Honors students and faculty.
 | * Honors Hours
 |
| * Engage in informed and collegial dialogue in diverse groups.
 | * Honors Hours and Class Attendance
 |
| * Reflect on intellectual and professional development.
 | * “Once I Was…” paragraph and Reflective Portfolio
 |

**Honors Education**

**The National Collegiate Honors Council defines Honors education** as “characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education.”

**Cohen Honors Pillars & Program Outcomes**

|  |  |
| --- | --- |
| **Intellectual** | **Professional** |
| **Integrative Thinking:** Master cognitive, transferable, and practical skills**Interdisciplinarity:** Value the knowledge in other disciplines**Curiosity:** Commit to curiosity and lifelong learning | **Passion:** Passionately pursue long-term goals**Purpose:** Contribute to a common purpose and meaning |
| **Innovative** | **Transformational** |
| **Empathy:** Meet unaddressed challenges and needs.**Ambiguity:** Accept risk and ambiguity in proposing solutions**Problem Solving:** Solve problems creatively | **Diversity:** Embrace diversity in backgrounds, values, and perspectives **Positive Impact:** Make a positive impact on a local or global community |

# Evaluation

Students will receive a grade of either “Cr” (Credit - Satisfactory) or “NCr” (NCr - Unsatisfactory - no credit) for this course. Please keep in mind, as a zero-credit course, no credit hours are earned. In order to receive the grade of Cr for this course, students cannot miss class meetings. Exceptions may be granted for exceptional circumstances.

# Grading – 300 total points possible

# Assignments 200 points total

# Class Section Attendance 80 points total

# Reflective Portfolio page 20 points total

Students must earn a satisfactory evaluation on the following assignments:

* Class Session assignments
* Portfolio workbook assignments
* Honors Hour Colloquium Attendance
* Reflective Portfolio page (submitted through portfolio/course management system)

Students will earn a satisfactory evaluation by preparing for and fully participating in the assignments above. Students who do not earn a grade of “Cr” in Honors Portfolio will be required to repeat the course to maintain good standing in Honors. This course is excluded from calculation of the grade point average.

If students withdraw from a Cr/NCr course before the end of the 10th week of the semester (or the fifth week of the eight-week summer session), a grade of W is recorded. If they withdraw from such a course after the 10th week of a semester (fifth week of the eight-week summer session), they receive a grade of NCr, subject to the right of petition to the university’s exceptions committee. See the [Credit/No Credit Courses](http://catalog.wichita.edu/undergraduate/academics/definitions-grading/audit-credit-credit-no-credit-courses/) section of the Undergraduate Catalog.

# Reading and Participation

Each member of the Honors community shares the responsibility for creating a positive and stimulating learning environment. Preparation, participation, and respect for the ideas of others will allow for in-depth exploration of complex issues and examination of multiple perspectives.

Your thoughtful comments, questions, and insights are needed to enhance the learning for all students and thus contribute to a creative and constructive experience. Attendance at all four class sessions is required. Tardiness, late work, and/or lack of engagement will negatively impact this part of your grade.

# Honors Hour Attendance

# Each Honors Hour option is an opportunity for students to meet and talk with campus, regional, and national leaders and scholars virtually or in person about topics that relate to personal and intellectual development. The Honors Hour options also may include university programs, museum trips, service projects, or other leadership and learning activities.

HNRS 101 students are required to attend one of the scheduled Honors Hour programs or an approved cohort program each semester. Students are invited to attend all of the events.

If a student must miss all Honors Hour colloquium events for any reason, that student must propose and attend a make-up event on the Wichita State University campus or in the community. Details about the make-up form and documentation requirement can be found in the colloquium portfolio module.

**Reflective Portfolio**

This assignment asks students to practice a habit of mind called “folio thinking” or “integrative thinking.”

Folio thinking is a process of engaging in the collection, organization, reflection and connection that leads to a person’s ability to speak intelligently and concisely (i.e. tell stories) about one’s learning experiences, what they mean and their value, and how the experiences relate one to each other.

* Vicki Suter [Folio Thinking | Vicki Suter (vsuter.org)](https://vsuter.org/eportfolios/)

Create a portfolio page that reflects your intellectual, professional, innovative, and transformational development this semester *and* addresses the questions:

* What ideas or experiences from this year have been most meaningful to you?
* What have you learned about yourself this semester?

A successful essay or portfolio will have these characteristics:

* The portfolio has something to say and says it well.
* It presents an educated point of view that responds to the assignment prompt/questions.
* Sufficient evidence is provided and appropriately cited. If you are using an image, provide the source information when relevant.
* Ideas are engaging or sophisticated and demonstrate reflection on coursework and individual development.

**Sample Schedule**

The list below contains the topics for the class meetings each semester, as well as the planned Honors Hours**.** Adjustments may be made each semester to accommodate speakers, student interests or needs.

**FALL**

|  |  |  |
| --- | --- | --- |
| Wed Sept 13 or Thurs Sept 14 | **Class Section Meeting - Intellectual Pillar: Honors Curriculum Pathways – All Faculty and student council members** | Preparation* + Watch webinar and take quiz: Choosing the Honors Path (20 points)
	+ Read Ken Bain – “Messy Problems” from What the Best College Students Do
	+ Submit response and artifact to portfolio workbook (20pts)
 |
| Wed Oct 4 or Thurs Oct 5 | **Class Section Meeting - Transformational Pillar: Leadership Through Service – Chelsea Redger-Marquardt** | PreparationWatch webinar and create account: Volunteer ICT system (20pts)Complete advising workbook in portfolio (20 pts) |
| Honors Hour Options | **Choose at least one (20pts for attendance)** | * + **WU’s Big Event** October Saturday TBD – RSVP required

Social: Halloween Party Quiz Night – sponsored by WHEAT/student council - required for LLC - Thurs Oct 27 7:05pm – RSC TBDMind Matters and Mental Health –presentation and activities - required for Honors Ambassadors and LLC - Wed Nov 1 4:00pm - CAC TheatreDiversity & Inclusion Dialogue: Your Place in the World– Carolyn Shaw and Kevin Harrison - required for Koch Scholars and LLC - Thurs Nov 9 7:05pm CAC Theatre |

# SPRING

|  |  |  |
| --- | --- | --- |
| Wed Mar 1 or Thurs Mar 2 | Class Section Meeting - Professional Pillar: Where Research Begins – All Faculty | Preparation* + Complete CITI training for class projects (20pts)
		- Read excerpt from Where Research Begins
	+ Complete portfolio workbook (20pts)
 |
| Wed Apr 5 or Thurs Apr 6 | Class Section Meeting - Innovative Pillar: Integrative Thinking and Reflective Writing – All Faculty | Preparation* + Read essay from *The Mind’s Eye* (2010)– Oliver Sacks or from *Braiding Sweetgrass* – Robin Wall Kimmerer
	+ Post a two-sentence response incorporating a quote from Sacks or Kimmerer in the portfolio workbook (20pts)
	+ In Class: Write a one-paragraph “Once I Was; Now I Am” to post to the portfolio workbook (20pts)
 |
| Honors Hour Options | Choose at least one (20pts for attendance) | “Night of the Colleges” Networking Event – sponsored by WHEAT/student council - required for Ambassadors, council, and LLC - (Note – This event will include dinner, a speaker, and 30-minute discussion.) - Thurs Mar 9 6:00pm RSC Beggs BallroomPrivilege in the Workplace - Thurs Mar 28 – 7:05pm -CAC TheatreCommunity Engagement Networking Panel – sponsored by WHEAT/student council -required for Honors Ambassadors, McGregor and Koch Scholars, and LLC Wed Apr 10 4:00pm RSC Beggs Ballroom |
| May 1 | Reflective Portfolio due | Create a portfolio page that reflects your intellectual, professional, innovative, and transformational development this semester |

*Thanks to the University of Texas Tyler Honors Program for their Honors Seminar and Lyceum model described in their 2018 Handbook:* [*https://www.uttyler.edu/honors/files/honors-program-handbook-2018.pdf*](https://www.uttyler.edu/honors/files/honors-program-handbook-2018.pdf)

*Thanks to the WSU HNRS 101 faculty who developed course materials and models in 2014 and 2015 and the first seminar coordinator and faculty for ongoing leadership in first-year experience.*

## **Syllabus Policies and Student Resources**

All students should familiarize themselves with the course-related policies and student resources that can be found at: [**www.wichita.edu/syllabuspolicies**](http://www.wichita.edu/syllabuspolicies). These include but may not be limited to:

* COVID-19 Conditions
* Important Academic Dates
* Academic Integrity
* Definition of a credit hour
* Video and Audio recording
* Shocker Alert System
* Intellectual Property
* CARE Team
* Counseling and Prevention Services
* Student Health Services
* Heskett Center and Campus Recreation
* Inclusive Excellence and Respect for Diversity
* First Generation Students
* Names and Pronouns
* Disability Services
* Title IX
* Concealed Carry Policy

## Contact Policy

Although you may attempt to contact your instructor by phone, email communication is preferred. Feel free to email any questions or concerns following these guidelines:

* Use the course name in the subject line of the email
* Remember to sign your name.
* **Always** email from your WSU email address. Email sent from personal email servers like Gmail, Yahoo, etc., have a tendency to end up in the spam folder. You also may email through Blackboard via the Email My Instructor tab.

## Technical Assistance

* + You should NOT contact your instructors for tech support. Any technical problems involving your computer, or issues regarding file uploading or sharing, should go through the Blackboard Support. You can contact them at 316-978-3909. You can also fill out a request for help form at their website: <https://wichita.edu/BbSupport>
	+ However, if you have a problem with access or uploading assignments, you *should* let your instructor know before your assignment is due. Attach the file or assignment in question to your email to demonstrate that it is completed.

## Students with Disabilities

A disability is something that affects a major life activity. These life activities include, but are not limited to, learning, walking, breathing, hearing, and seeing, in addition to many other physical, sensory functions, and psychological disabilities.

If you are a student with a disability, or believe you might have a disability, which requires accommodations, please contact the Office of Disability Services (ODS) [www.wichita.edu/ods](http://www.wichita.edu/ods) to discuss reasonable and appropriate accommodations and eligibility requirements. It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability ODS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. For example, adaptions of teaching methods, class materials or testing may be made on a case-by-case basis if warranted, as required by the Americans with Disabilities Act (ADA). All information and documentation of your disability is confidential and will not be released by ODS without your written permission.

## Respect for Diversity

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society.  To further that goal, Wichita State University does not discriminate in its employment practices, educational programs or activities on the basis of age (40 years or older), ancestry, color, disability, gender, gender expression, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or status as a veteran. Retaliation against an individual filing or cooperating in a complaint process is also prohibited.

Students from all diverse backgrounds and perspectives are welcome on this campus and in this course. The diversity that students and faculty bring to this course should be viewed as a resource, strength and benefit. All materials and activities are presented with the intent to be respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. If any of our class meetings conflict with your religious observances, please let your instructor know so that we can make arrangements for you.

## Academic Integrity

Students at Wichita State University are expected to uphold high academic standards. WSU will not tolerate a lack of academic integrity. Students are responsible for knowing and following the Student Code of Conduct Policy 2.17: <https://www.wichita.edu/about/policy/ch_02/ch2_17.php>. When the faculty member determines sanctions are warranted for violations of academic integrity, regardless of severity, the faculty member must report the infraction to the Office of Student Conduct and Community Standards. If you need more information about the process or wish to appeal a decision, please visit <https://www.wichita.edu/about/student_conduct/ai.php>