

**SAMPLE SYLLABUS**

**HNRS 398 Travel Seminar: Paris**

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| **Instructor:** | Kimberly Engber |
| **Department:** | Honors/English |
| **Office Location:** | Shocker Hall A118 |
| **Telephone:** | 316-978-6459 |
| **Email:** | Kimberly.engber@wichita.edu |
| **Preferred Method of Contact:** | Email |
| **Office Hours:** | Thursday 1pm-3pm, Shocker Hall 118A |
| **Classroom; Days/Time:** | By appointment |
| **Prerequisites** | Permission of the Cohen Honors College |

**How to use this syllabus**

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

**Definition of a Credit Hour**

Success in a course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course for preparation/studying and research-related activities.

**Course Description**

Interdisciplinary travel seminar which allows a student travelling abroad to gain credit for the study of culture, art, literature, architecture, political, social, scientific, and economic conditions while visiting historic places of interest. This experiential course connects study abroad in Paris, France at Campus Paris Eiffel to students’ professional goals. In addition to the academic learning, this study abroad program engages students in weekly cultural activities outside of the classroom. Students will have assigned reading and research to learn about the culture and specifically about a related professional organization such as Doctors Without Borders. Assignments will include a regular blog or some form of daily journal writing, site visits while in the country, and a final research-based reflection paper. Students may be asked to present their research and experience to other students on campus.

**Expected Outcomes of Honors Applied Learning – Study Abroad**

Through academic credit for study abroad, you can personalize and enhance your education by engaging in a transformational project that you create. Think deeply about your values, aspirations, talents, and passions to build an educational framework that is yours alone, that will take you farther along the path to your future than any major or minor might do alone. For summer study abroad, your project should be something you can accomplish between June 1 and August 15 and should be something that takes advantage of whom you are and who you hope to become.

*Through successful completion of HNRS 398, students will:*

* Improve their self- image, build confidence and competency by learning to navigate unfamiliar environments;
* Develop social and interpersonal skills by interacting effectively in a second language or within an unfamiliar culture;
* Take responsibility for their own learning through independent research and reflection;
* Acquire an appreciation for diversity in the world;
* Develop connections with people of diverse cultures and lifestyles;
* and articulate cultural, philosophical, scientific, artistic, professional and/or political issues relevant to their study abroad location.

**Expected Outcomes of Honors Education**

*Article I of the original Honors College Charter stipulates that the Honors College shall dedicate itself to the following pursuits:*

* Cultivating an intellectual ethic among its members, including:
	+ A contribution to the knowledge in one’s chosen discipline;
	+ A value of and interest in the knowledge in other disciplines;
	+ A mastery of cognitive, transferable, and practical skills;
	+ A commitment to curiosity and lifelong learning.
* Cultivating a professional ethic among its members, including:
* A passionate pursuit of long-term goals
* A high degree of personal integrity and ethical conduct;
* A value of respectful, productive working relationships;
* A sense of common purpose and meaning.
* Cultivating an innovative ethic among its members, including:
	+ A creative approach to solving problems;
	+ A capacity for identifying unaddressed challenges and needs;
	+ A willingness to accept risk and ambiguity in proposing solutions;
	+ A facility with borrowing from several disciplines and identifying connections between them to find interdisciplinary solutions.
* Cultivating a transformational ethic among its members, including:
	+ - An urge to make a positive impact on the community and in the world;
		- An open-minded embrace of diversity in backgrounds, values, and perspectives;
		- A marriage of deliberation and decision in taking action;
		- An understanding of the importance of inspiring others.

**Academic Honesty**

Students are responsible for knowing and following the Student Code of Conduct <http://webs.wichita.edu/inaudit/ch8_05.htm>and the Student Academic Honesty policy [http://webs.wichita.edu/inaudit/ch2\_17.htm.](http://webs.wichita.edu/inaudit/ch2_17.htm)

When referring to the work of others, it is important to cite their research with a suitable reference. A thesis will typically cite 20-50 references. The reasons for this are twofold. First, it directs the reader to a source that may be useful for understanding the project and provides evidence that the statements being made in the thesis are valid. Second, it provides credit to the authors of the study. Formatting of a Literature Cited or Works Cited section is at the discretion of the faculty mentor but should follow a standard and specific citation styl.e (e.g., MLA, APA).

**Class Protocol**

Students are expected to arrange meetings or communicate regularly with the faculty member and to arrive on time to meetings prepared with questions related to the research, creative activity, site visits, and any written work or presentation assigned. To cancel a meeting, email the instructor with as much advance notice as possible.

**Assignments**

PROPOSAL (25 points total) – fulfilled by Cohen Enhancement Scholarship application proposal

1. Pre-Travel Personal Statement (10 points)

In one page (1-inch margins, 12 point font, single-spaced), write a personal statement that tells the story of

who you are, where you hope to go, and how applied learning through study abroad can help you move toward your future.

Please make sure you answer these questions in this statement:

• Who am I?

• Who do I want to be?

• What kind of contribution do I want to make, and how?

• How can my project help me be who I want to be and help me make this contribution?

2. Project Summary (5 points)

Please provide a 50 word summary that briefly describes your intended study abroad experience and project.

3. Project Description (10 points)

In two pages (1-inch margins, 12-point font, single-spaced), present the basic elements of your proposed

project. Being able to articulate a clear, well-organized, and thought-provoking experience is key to creating a successful Project Proposal. Your description should consider the following questions.

* What is the primary objective of your project?
* How does your project reflect your aspirations, talents, and passions?
* How will your project be personally challenging and help you attain personal goals?
* How might your project help you to build a network of people and other resources?
* How will your project be intellectually developing, helping you to grow as an individual and a professional and attain professional goals?

• How will this project be transformative for you?

* What courses, if any, have you taken or will you take and when will you take them as you prepare for or after you complete your project?
* Is your project feasible with respect to time and resources? (Please provide a project timeline.)

**PRE-TRAVEL RESEARCH NOTEBOOK (25 points)**

In the month or weeks before travel, read about the culture, literature, or politics of the areas you will visit. Specifically –determine one or two areas of interest such as health care or Doctors Without Borders and research this area and professional organization.

* Research current topics in this area in the news and in scholarly or professional journals.
	+ Be sure to read at least two journal articles or book chapters.
	+ Keep notes about interesting ideas.
	+ Write questions.
* Find professionals in your area and interview them before you travel, if applicable.
* Make a list of places you’d like to visit related to your area of interest.
* Aim to take approximately ten pages of notes before you travel.
* Keep a record of your sources in MLA, APA, or another standard format.

**TRAVEL JOURNAL OR BLOG (50 points)**

During your travels, keep a record of your travels. Let your instructor know before you travel how you plan to keep this journal. Be prepared to change your plans for recording. Just come back with reasons as to why you decided to change. You may find you prefer video recording over long written journal entries, for example. You may want to interview people. Make a plan but also make room for serendipity.

**REFLECTION (100 points)**

All students must report back on their project through a reflection essay. You also may be asked to show the university the value and depth of your project in a public forum.

Reflection Essay

You must answer some specific questions for the reflection essay, but you are also welcome and encouraged to post a blog, link to a portfolio, post photographs, include a website link, etc. Your reflection essay questions will be based in part on your research and travel experiences.

**Grading Scale**

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| --- | --- | --- | --- |
| **Points** | **Letter grade** | **Grade Points** | **Interpretation** |
| 180-200 points | A | 4.00 | *denotes excellent performance.* |
| 160-179 points | B | 3.00 | *denotes good performance.* |
| 140-159 points | C | 2.00 | *denotes satisfactory performance.* |
| 120-139 points  | D | 1.00 | *denotes unsatisfactory performance.* |
| 119 points or below | F | 0.00 | *denotes failing performance.* |

Grades for HNRS 398 are based on research and reflection components as follows:

Research (100 possible points)

The assigned grade for research will necessarily reflect the priorities and expectations of the supervising faculty member. Some suggested guidelines for assigning grades are provided below.

A: Student assumes full responsibility for directing project. Student consults with faculty mentor about project parameters and writes a clear project proposal. Student makes independent decisions and independently seeks out information within the project parameters. Student keeps an accurate record of research, creative activity, and/or site visits neatly written in a notebook or in a digital log. Student communicates regularly with the faculty mentor and asks questions as needed. (90-100 points)

B: Student assumes partial responsibility for directing project. Student consults with faculty mentor about project parameters. Student makes some independent decisions and seeks out information within the established parameters. Student keeps an accurate record of research, creative activity, and /or site visits neatly written in a notebook or in a digital log. Student communicates occasionally with the faculty mentor and sometimes asks questions. (80-89 points)

C: Student assumes little responsibility for directing project. Student consults with faculty mentor about project parameters. Student keeps an accurate record of reading and site visits in a notebook or in a digital log. Student is not reliable regarding communication with faculty mentor, does not work within the established parameters of the project, or is not reliable in maintaining a neat and/or accurate record of research, creative activity, and/or site visits. (70-79 points)

D: Student assumes no responsibility for directing project. Student maintains some record of research, creative activity, and/or site visits but is not reliable regarding communication with faculty mentor, does not consult with faculty mentor about project parameters, or is not reliable in maintaining a neat and accurate record of research, creative activity, and/or site visits. (60-69 points)

F: Student fails to consult with faculty mentor about project parameters, has substantial issues regarding communication with faculty mentor, or has substantial issues in maintaining a neat and accurate record of research, creative activity, and/or site visits. (59 points or below)

Reflection (100 possible points)

A: Student completes written or creative assignments in a timely manner and meets or exceeds all expectations. (90 – 100 points)

B: Student completes written or creative assignments in a timely manner and meets most expectations. (80 – 90 points)

C: Student does not complete written or creative assignments by the suggested deadlines and meet some expectations. (70 – 80 points)

D: Student does not complete some written or creative assignments and the assignments completed contain significant flaws. (60 – 70 points)

F: Student fails to complete written or creative assignments. (60 points or lower).

**Other Important Course and Campus Information**

**Disabilities**

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

**Counseling & Testing**

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

**Diversity and Inclusion**

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

**Intellectual Property**

Wichita State University students are subject to Board of Regents and University policies (see <http://webs.wichita.edu/inaudit/ch9_10.htm>) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President’s designee, and such decision will constitute the final decision.

**Shocker Alert System**

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at [www.wichita.edu/alert.](http://www.wichita.edu/alert)

**Student Health Services**

WSU’s Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [www.wichita.edu/studenthealth.](http://www.wichita.edu/studenthealth)

**The Heskett Center and Campus Recreation**

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see [www.wichita.edu/heskett.](http://www.wichita.edu/heskett)

**Video and Audio Recording**

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.