



### Introduction to Honors: IDH 1931 – Fall Semester 2018

#### Course Description

The purpose of this year-long course is to introduce you to the interdisciplinary culture of the FIU Honors College. The first half of this semester will focus on personal, academic, and career development. The latter half of this semester will introduce the student to research and will culminate in a proposal for the Honors Innovation group project that will be executed in the Spring term. The course will focus on:

#### Honors-level academic skills

- a. **Writing:** rhetorical principles, outlining, editing, grammar and syntax, and citing
- b. **Logic:** Basic principles of logical argumentation and critical analysis
- c. **Research:** Library resources (including journals), preparing a proposal, designing a research project, choosing appropriate sources
- d. **Creative collaboration:** Active learning, group projects, use of social media and programming to innovate, communicate, and cooperate

#### Personal development and college success

- e. **Honorable living:** Creating and sustaining an Honors community, graduation success, academic misconduct, citizenship, and Honors academic requirements
- f. **Leadership:** Study and practice of leadership, understanding leadership and followership styles, inventory of personal attitudes and behaviors toward leading and following

#### Course Objectives

Upon completion of the course, you will be able to demonstrate the ability to completely and accurately address the following:

- Recall the basic principles of academic and rhetorical writing and how to use them
- Use and analyze authentic and reliable information sources
- Examine data-driven research and construct a research project
- Plan your college experience to refine and complement your career goals
- Recognize basic principles of leadership and plan my leadership style
- Identify the strategies and resources that promote and support academic success
- Identify the complex issues and choices confronting a college student
- Inspect the University environment
- Recognize the basic academic policies, requirements and procedures
- Express diversity and differences, which should be embraced and celebrated

#### Course Materials

- Burnett, William and David J. Evans. *Designing Your Life: How to Build a Well-Lived, Joyful Life*. Alfred A. Knopf, 2016.
- Other as determined by instructor

#### FIU Common Reading

- St. Germain, Jim with Jon Sternfeld. *A Stone of Hope: A Memoir*. New York, Harper Collins, 2017 (**provided by FIU to all FTICs**). Learn more about the Common Reading Program and related activities at [Common Reading](#). Not an assigned reading for IDH 1931.

#### Reference Video

- [Pecha Kucha on presenting a Pecha Kucha](#)
- [Oral Presentation - A How-To Guide](#)

**All lessons and exercises assigned by your instructors are available on Canvas**

**Attendance/Classroom Etiquette**

Attendance is required and will be reflected in the final grade. You are expected to be on time for class and to remain in class for the duration of the lecture. Material will be covered in class that is *not* covered in the readings, thus each absence will negatively affect your ability to do well on assignments. Students will be allowed 2 absences. All other absences will adversely affect your grade. Please see the chart below for more information.

Number of Unexcused Absences	A	A-	B+	B	B-	C+	C	D	F
	2	A	A-	B+	B	B-	C+	C	D
3	B	B-	C+	C	C	D	D	F	F
4+	F	F	F	F	F	F	F	F	F

Students will behave in a courteous manner at all times. Talking in class is disruptive and shows a lack of respect for the lecturer, your fellow students and others present in the room. The use of electronic devices (cellphones, laptops, tablets, etc.) may be prohibited during certain activities at the discretion of the instructor.

**Guidelines for Written Work**

All written assignments **MUST** be typed and must conform to the instructions of the instructor. Papers and other written must include your name, Panther ID number, course number and the name of the instructor. They must be double spaced, 1-inch margins (top, bottom, left and right) and in 12 point font, Times New Roman or Calibri and consistently adhere to the [MLA Formatting and Style Guide](#) or to another standard style as required by your professor. Students are advised to carefully proofread *all* papers before submitting them. All students are encouraged to take advantage of the University resources for writing to be found in the Center for Excellence in Writing, a full-service writing center providing writing assistance and feedback to university students. For more information, go to <http://writingcenter.fiu.edu/>.

**Notices**

Announcements and all guidelines for assignments will be posted on Canvas. It is **your** responsibility to actively monitor Canvas for information and any changes to the syllabus, schedule, or events.

**Assignments**

**Reading Activities:** Students are responsible for completing the assigned weekly readings and activities in *Designing Your Life* prior to class.

**Pecha Kucha Oral Presentation:** Prepare and present an oral presentation focused on designing your own life. You must use one or several activities in the text *Designing your Life: How to Build a Well-Lived and Joyful Life* in your presentation. A guide with possible options will be provided. One or two slides should be dedicated towards realistic and realizable steps that can be taken in your first year to achieve your goal. Creativity is always encouraged. The oral presentation will be in a [Pecha Kucha](#) style. PechaKucha is a simple presentation format that radically trims and streamlines the traditional PowerPoint presentation. Pecha Kucha allows students to show 20 images, each projected for 20 seconds. Students are required to include a **maximum of 12 slides** and must be submitted via Canvas prior to class presentations. The Pecha Kucha presentation is worth **20% of your final grade**.

**Resume**

The resume and cover letter constitute 10% of your final grade. Students will also be required to create a Handshake profile (<https://fiu.joinhandshake.com/login>) with their resume and cover letter. Consider utilizing resume and cover letter writing assistance through FIU’s Career & Talent Development (<http://career.fiu.edu>).

**Annotated Bibliography:** Related to your topic of interest Identify a minimum of 3-4 academic sources and write an annotation for each. Each annotation should include the following: citation, summary, assessment, and reflection. Specific criteria are at the discretion of the Instructor. The annotated bibliography is worth **10% of your final grade**.

**CITI Training:** Complete CITI training for Basic Human Subject – Social & Behavioral Focus at <http://research.fiu.edu/irb/training-requirements/>. Students must submit their completion certificate via canvas. This assignment is worth **10% of your final grade**.

**Honors Innovation Project Proposal:** Work as a group to develop a preliminary outline, identify research questions, establish a workplan, and timeline for the Honors Innovation Project. Utilize a minimum of 3 academic sources to develop the basis for the research questions. The proposal is worth **30% of your final grade**.

**Participation:** Every student is expected to participate in discussions and class assignments. Class attendance is a requirement. Pay close attention to your attendance record as unexcused absences can have serious effect on your final class grade. Participation is worth **10% of the final grade**.

<u>Assignment Category</u>	<u>Weighted Percent</u>
Reading Activities	10
Pecha Kucha Oral Presentation	20
Resume & Cover Letter	10
Annotated Bibliography	10
CITI Training	10
Honors Innovation Project Proposal	30
Participation	10
<b>TOTAL:</b>	<b>100</b>

#### Grading Scale

A 93+ A- 92-90 B+ 89-87 B 86-83 B- 82-80 C+ 79-77 C 76-70 D 69-67 F 66>

### Honors College Requirements and Policies

**Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.**

#### **Honors Citizenship Requirements**

Beginning in Fall 2014, Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points**. See [Citizenship](#).

#### **Student Portfolios**

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See [Portfolios](#).

#### **Academic Misconduct Procedures and Penalties**

In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website at [Policies](#).

#### **Religious Observances**

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.

#### **Physical, Mental and Sensory Challenges**

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the [Disability Resource Center](#), if you have not done so already.

**Class Calendar - Fall 2018**

<b>Week</b>	<b>Class Topic/Activity</b>	<b>Assignment</b>
<b>1</b> <b>Week of</b> <b>8-20</b>	Introductions Syllabus Review	<ul style="list-style-type: none"> <li>• Read “Designing your Life” (Introduction &amp; Chapter 1)</li> <li>• Complete - Chapter 1 activities</li> </ul>
<b>2</b> <b>Week of</b> <b>8-27</b>	Review Chapter 1 activities <a href="#">What To Do With Your Life</a>	<ul style="list-style-type: none"> <li>• Read “Designing your Life” (Chapter 2, 3, &amp; 4)</li> <li>• Complete Designing your Life activities in Chapter 2 begin activities in Chapters 3 &amp; 4</li> </ul>
<b>3</b> <b>Week of</b> <b>9-3</b>	Review Chapter 2 activities and begin discussing Pecha Kucha assignment Watch: <ul style="list-style-type: none"> <li>• <a href="#">Pecha Kucha on presenting a Pecha Kucha</a></li> <li>• <a href="#">Oral Presentation - A How-To Guide</a></li> </ul>	<ul style="list-style-type: none"> <li>• Read “Designing your Life” (Chapter 5 &amp; 6)</li> <li>• Complete Chapter 5 Odyssey Plan</li> </ul>
<b>4</b> <b>Week of</b> <b>9-10</b>	Review Chapter 5 Odyssey Plan and participate in Prototype Discussions in class.	<ul style="list-style-type: none"> <li>• Prepare your Pecha Kucha presentation</li> </ul>
<b>5</b> <b>Week of</b> <b>9-17</b>	Pecha Kucha Presentations	
<b>6</b> <b>Week of</b> <b>9-24</b>	Pecha Kucha Presentations	<ul style="list-style-type: none"> <li>• Resources for creating a Resume and Cover Letter <a href="https://studentaffairs.fiu.edu/academic-success/career-and-talent-development/handouts-and-resources/index.php">https://studentaffairs.fiu.edu/academic-success/career-and-talent-development/handouts-and-resources/index.php</a></li> </ul>
<b>7</b> <b>Week of</b> <b>10-1</b>	Pecha Kucha Presentations	<ul style="list-style-type: none"> <li>• Read “Designing your Life” (Chapter 7- 8)</li> <li>• Begin preparing a resume and cover letter</li> </ul>
<b>8</b> <b>Week of</b> <b>10-8</b>	Peer Review Workshop	<ul style="list-style-type: none"> <li>• Read “Designing your Life” (Chapter 7- 8)</li> <li>• <b>Submit a resume and cover letter DRAFT</b></li> </ul>
<b>9</b> <b>Week of</b> <b>10-15</b>	Library Visit	<ul style="list-style-type: none"> <li>• <b>Submit FINAL resume and draft</b></li> </ul>
<b>10</b> <b>Week of</b> <b>10-22</b>	Read: Annotated Bibliographies <ul style="list-style-type: none"> <li>• <a href="https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html">https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html</a></li> </ul> Watch: What is a literature review? <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=Ry_54Wle07Y">https://www.youtube.com/watch?v=Ry_54Wle07Y</a></li> </ul>	<ul style="list-style-type: none"> <li>• Begin working on CITI Module (must be completed by the end of the semester).</li> <li>• Find and read a research article relating to your field/ area of interest. Be prepared to discuss in class.</li> <li>• Begin working on annotated bibliography</li> </ul>
<b>11</b> <b>Week of</b> <b>10-29</b>	What is research in your field? <ul style="list-style-type: none"> <li>• In class presentations and discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Continue working on CITI Module (must be completed by the end of the semester).</li> <li>• Continue working on annotated bibliography</li> </ul>
<b>12</b> <b>Week of</b> <b>11-5</b>	Discussion of research methods Discuss Ashoka U, <a href="#">“Changemaking 101: A Student Guide to Social Entrepreneurship”</a>	<ul style="list-style-type: none"> <li>• Continue working on CITI Module (must be completed by the end of the semester).</li> <li>• <b>Submit annotated bibliography</b></li> </ul>
<b>13</b> <b>Week of</b> <b>11-12</b>	Continue discussion of research methods Group work to develop a preliminary outline, research questions, workplan, and timeline for Honors Innovation Project.	<ul style="list-style-type: none"> <li>• Continue working on CITI Module (must be completed by the end of the semester).</li> </ul>
<b>14</b> <b>Week of</b> <b>11-19</b>	Continue discussion of research methods	<ul style="list-style-type: none"> <li>• Continue working on CITI Module (must be completed by the end of the semester).</li> </ul>

	Group work to develop a preliminary outline, research questions, workplan, and timeline for Honors Innovation Project.	
<b>15 Week of 11-26</b>	<p>Catch up week or continue discussion of research methods</p> <p>Group work to develop a preliminary outline, research questions, workplan, and timeline for Honors Innovation Project.</p>	<ul style="list-style-type: none"> <li>• <b>Complete CITI Module (must be submitted by the end of the semester).</b></li> <li>• <b>Submit Honors Innovation Project proposal and Plan.</b></li> </ul>

\*Syllabus is subject to change