

**IDH1931: Honors Intro and Leadership**

**Professor**  
**email@fiu.edu**  
**(305) 348-XXXX**  
**Office Hours:**  
**Office:**

**Course Description**

The second semester of *Introduction to Honors* focuses on leadership, group work, and service-research. Students will continue to develop their written, research, and oral presentation skills. The main activity of the semester is the Honors Innovation Project, a combined group-individual project where students get to identify, study and make recommendations on major questions faced by the FIU community in the coming years.

**Course Objectives**

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

- How to access and analyze authentic and reliable information sources
- Explore data-driven research and undergo a research project
- Define the basic principles of leadership and develop a leadership style unique to the individual
- Identify strategies and discover resources that promote and support academic success
- Recognize the complex issues and choices confronting a college student
- Learn to navigate the University environment
- Understand the basic academic policies, requirements and procedures
- Determine how complex issues can be identified, described, and analyzed in a group context

**Course Materials**

**Text:**

- John Gardner, [“The Tasks of Leadership”](#)
- Ashoka U, [“Changemaking 101: A Student Guide to Social Entrepreneurship”](#)

**Videos:**

- Drew Dudley, [Leading with Lollipops](#)
- Derek Sivers, [How to Start a Movement \(First Followers\)](#)
- The New Quo, [3 Easy Ways to Figure Out What you Want to Do with Your Life](#)
- vlogbrothers, [What To Do With Your Life](#)
- FIUadvising, [FIU – Selecting a Major is Not About Smoke and Mirrors](#)
- BetterLifeCoaches, [Daniel Pink: Choosing a Major](#)
- Kristin Briney, [Rethinking Research Data](#)

**External Resources**

- [How to Write a White Paper](#), Purdue OWL (webpage)
- [How to Write a White Paper](#), Purdue OWL (video)
- [Group Writing](#), University of North Carolina at Chapel Hill
- [7 LinkedIn Profile Summaries that We Love \(And How to Boost Your Own\)](#), LinkedIn Talent Blog

**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.

<b>Number of Unexcused Absences</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>2</b>	A	A-	B+	B	B-	C+	C	D	F
<b>3</b>	B	B-	C+	C	C	D	D	F	F
<b>4+</b>	F	F	F	F	F	F	F	F	F

**ALL EXCUSES ARE NOT CREATED EQUAL**

The university recognizes military obligations, jury duty, religious days, illness, disability accommodations as approved by The Disability Resource Center, serious family emergencies, participation in official university activities (i.e., athletic events, artistic performances, curricular activities) and the death of immediate family as examples of circumstances that call for excused absence

**Link to FIU Rules and Regulations on Class Attendance**

[http://catalog.fiu.edu/2018\\_2019/undergraduate/Admission\\_and\\_Registration\\_Information/Undergraduate\\_Rules\\_and\\_Regulations.pdf](http://catalog.fiu.edu/2018_2019/undergraduate/Admission_and_Registration_Information/Undergraduate_Rules_and_Regulations.pdf)

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.

**Technology is not prohibited in this 21<sup>st</sup> Century classroom.**

**However, technological inconsideration is.**

**Guidelines for Written Work**

*All written assignments MUST be typed and must conform to the syllabus guidelines.* 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](#). 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

**Honors Innovation Project:** The Honors Innovation project is a service-research project addressing issues faced by the FIU/Miami-Dade community. Students will work in groups to identify an issue being faced by the FIU community and prepare a service-research project around this topic. This project has group and individual components. Students will work together to prepare a promotional report for their class, present their research at an Honors Hour, and then write a reflection paper as individuals.

- **Honors Innovation Final Project (40 points):** Each group will prepare a final report based on their Honors Innovation Project. Students will collaborate in class on deciding the format of this report, such as a white paper, digital document, website, etc. The final report will contain all sections of the Honors Innovation Project (literature review, statement of the problem, data analysis, etc.) in full detail.
- **Honors Innovation Project Poster/Presentation (20 points):** Based on the work conducted for the Honors Innovation Final Project, each group will prepare a research-style poster, summarizing the final project and tackling their question. Group members will be responsible for contributing to each section of the poster (literature review, statement of the problem, data analysis, etc.). This poster will be presented at Honors Innovation Day (**Tuesday, April 9<sup>th</sup> from 3:00-5:00 pm**), where students will share the results of their study.
- **Honors Innovation Reflection (20 points):** A personal reflection about what you learned about yourself as a leader and as a follower, and makes up **20% of the final grade**. The reflection paper is a **minimum of 500 words** and should be completed individually.

**Honors Innovation** always involves the same seven-step process. These seven steps become an endless cycle for the inquiring researcher. How the steps determined as per the class schedule, but the process is organic and different classes may move at different paces. The steps are listed below:

1. Selecting a focus
2. Clarifying ideas and approaches
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Taking informed action

**Participation:** Every student is expected to participate in class and contribute to the Honors Innovation Project. All students must submit the preliminary outline, research questions, workplan, timeline, and final outline of Honors Innovation Project. Students will be graded on the quality of the above-mentioned documents for the Honors Innovation Project (Monday, April 8<sup>th</sup> from 10:00 am to 4:00 pm). Students must also attend one full session of the Conference for Undergraduate Research at FIU sponsored by the Honors College. Please note that attending class is not considered “participation,” but a requirement. Pay close attention to your attendance record as unexcused absences can have serious effect on your final class grade. Participation makes up **20points**.

### **Assignment Grading Scale**

<u>Assignment Category</u>	<u>Weighted Percent</u>
Honors Innovation Project (White Paper, website, etc.)	40
Honors Innovation Project Poster/Presentation	20
Honors Innovation Project Reflection Essay	20
Participation	20
<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>

## Class Calendar – Spring 2018

Week	<i>Online Assignments (complete BEFORE class)</i>	<i>Due</i>	<i>Class Session</i>
1 1/7	Bring Honors Innovation Project Proposal and Timeline <b>Watch:</b> “Leading with Lollipops” “How to Start a Movement” <b>Read:</b> “The Tasks of Leadership”		<b>Discuss:</b> Review class syllabus, address and finalize individual roles, remind students to create FIU Research Hub Profile
2 1/14	Bring relevant articles and research related to Honors Innovation Project	<b>Due:</b>	<b>Discuss &amp; In class:</b> Problem Statement / Lit Review
3 1/21	<b>Create / open / password survey (qualtrics, survey monkey); design focus groups, etc.</b>	<b>Due:</b> Rough Draft of Lit Review and Problem Statement	<b>Discuss &amp; In class:</b> Data research, IRB, Research Ethics, Survey development, Feedback; Work on Rough Draft of Survey
4 1/28	<b>Data Collection</b> <b>** Free Week / Catch Up</b>	<b>Due:</b> Rough Draft of Survey	<b>** Catch Up Week/Instructor-led activity Update &amp; Distribute Survey, Data Collection</b>
5 2/04	<b>Panther Alumni Week</b>		<b>Guest speakers:</b> Honors College alumni talk about how they chose their careers and how they reached their goals <b>Data Collection continues</b>
6 2/11	<b>Bring:</b> Data from Surveys, etc. <b>Watch:</b> Rethinking Research Data Projects website		<b>In Class:</b> Check up on Data <b>Discuss:</b> Data Analysis / Results
7 2/18	<b>Review:</b> How to do Group Writing <b>Optional:</b> <b>FIU STEMcon (Feb. 21, 2019)</b>		<b>In Class:</b> Data Analysis/ Results; Begin putting together white paper / website
8 2/25		<b>Due:</b>	<b>In Class:</b> Conclusion / Discussion and Future Directions
9 3/4	<b>Read:</b> “How to Write a White Paper” <b>Watch:</b> “How to Write a White Paper”	<b>Due:</b> Conclusion/Future Directions	<b>Discuss:</b> How to complete a white paper, formats
10 3/11	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
11 3/18	How to Present a Poster	<b>Due:</b> Rough Draft of Poster	<b>In Class:</b> poster swap / feedback between groups
12 3/25	<b>In Class Poster Presentations</b>	<b>Due:</b> Posters Due to Honors College	<b>In Class:</b> Practice presenting / Assemble sections of White Paper / website

13 4/1	<b>Work on white paper or website in-class</b>		<b>In Class:</b> Continue assembling sections of White Paper/website & peer feedback
14 4/8	<b>Honors Innovation Day, April 9, 3:00 PM,</b> <b>Location</b> <b>GC Ballrooms</b>  <b>FIU Undergraduate Research Week</b>	<b>Due:</b> Final Honors Innovation Report  April 8 – 9th	<b>Workshop:</b> free day
15 4/15	<b>Honors College Feedback Session</b>  <b>Attendance Mandatory</b>	<b>Due:</b> Personal reflection paper on Honors Innovation Project	<b>Discuss:</b> The Honors College Experience

## 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 Engagement Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least **20 engagement 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 [Engagement](#).

### 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 and the Academic Misconduct Procedures, available at [Honors College 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.