

Introduction to Honors
IDH 1931, Fall Semester 2019

Instructor Name:
 Office:
 Office Hours:
 Phone:
 E-mail:

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 an Honors Innovation group project pitch 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

- a. **Honorable living:** Creating and sustaining an Honors community, graduation success, academic misconduct, citizenship, and Honors academic requirements
- b. **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

- Baranek, Martin with Lisa B. Cicero. *Determined: A Memoir*. Parker, Outskirts Press, 2018. **(provided by FIU to all FTICs)**.
- Not an assigned reading for IDH 1931
- Learn more about the Common Reading Program and related activities at [Common Reading](#).

Reference Video

- [Pecha Kucha on presenting a Pecha Kucha](#)

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. 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. These activities will be discussed in class and turned in via Canvas. Each activity is worth **5 points** for a total of **35 points**.

Pecha Kucha Oral Presentation: Students will prepare 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. The oral presentation will be in a [Pecha Kucha](#) style. Students are required to include a **maximum of 12 slides** which must be submitted via Canvas prior to class presentations. The Pecha Kucha presentation is worth **15 points**.

Engagement Activity: Students will be required to attend one engagement activity. Engagement activities include attending any FIU/Honors College event, workshop, Honors Hour, or visiting an on-campus resource. Students will be required to submit evidence they attended in the form of a "selfie." They will also be required to submit a one-page reflection detailing their experience and feedback. As students attend activities, they will be asked to share their experience with the class. The Engagement Activity is worth **10 points**.

Case Study: Students will be given a case study focusing on an ethical dilemma related to research. They will work in groups to answer and present the following questions: What is the ethical dilemma at hand? What makes this an ethical dilemma? What are the pro's and con's? What would you have done in this situation? How does this tie to what was learned in class? The Case Study Activity is worth **10 points**.

Honors Innovation Project Pitch: Students will work as a group to develop an Honors Innovation Pitch presentation. Your presentation should include your research question(s), background information, a preliminary outline, and a workplan. Honors Innovation Pitch presentations should address the following: What issue is being addressed? What have others done in the past? How is what is being proposed different? Utilize a minimum of 3 academic sources to develop the basis for the research questions. The pitch is worth **20 points**.

Participation: Every student is expected to participate in class discussions and assignments. Attendance is a requirement. Participation is worth **10 points**.

Assignment Category

Weighted Percent

Reading Activities	35
Pecha Kucha Oral Presentation	15
Engagement Activity	10
Case Studies	10
Honors Innovation Project Pitch	20
Participation	10
TOTAL:	100

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.

Emergency Management

The [FIU Department of Emergency Management](#) guides the university's all hazard preparedness, response, recovery and mitigation needs, by coordinating information and resources to protect our students, faculty, staff and visitors, and restoring operations as soon as possible following a disaster.

Some of the valuable safety resources you'll find on our website are:

- Information on [FIU Criminal Threats](#) to guide faculty, staff, and students who may be caught in an active shooting, bomb threat, or suspicious packages situation.
- The FIU Police Department recommends downloading the app called "Stop the Bleed", which provides instructions on how to efficiently stop excessive bleeding when someone has been shot or has an open wound.
- The [FIU Safety Equipment Map](#) to identify all exits in your classrooms as well as all FIU safety equipment on-campus.
- Make note of the nearest Automated External Defibrillators (AED), Evacuation Chairs and Emergency Call boxes to your classroom.
- Information on the [FIU Emergency Alert System](#) and sign up for FIU Alerts.
- Information on how to prepare and deal with different [types of emergencies](#).

Class Schedule-Fall 2019

Week	Class Topic/Activity	Assignment
Week 1: Aug 26	<ul style="list-style-type: none"> • Introductions • Syllabus Review & Brief Overview of Spring Term • Discussion of Honors Requirements 	<ul style="list-style-type: none"> • Read "Designing Your Life (DYL)" (Introduction & Chapter 1) • Complete Chapter 1 Activities
Week 2: Sept 2	<ul style="list-style-type: none"> • Review Chapter 1 Activities (Health/Work/Play/Love Dashboard) 	<ul style="list-style-type: none"> • Read DYL Chapters 2 & 3 • Complete Activities for Chapters 2 and 3.
Week 3: Sept 9	<ul style="list-style-type: none"> • Review Chapter 2 & 3 Activities (Work View & Life View Activity & Good Time Journal) • Discussion: How do these connect to your major? 	<ul style="list-style-type: none"> • Read Chapters 4 & 5. • Complete Activities for Chapters 4 & 5.
Week 4: Sept 16	<ul style="list-style-type: none"> • Review Chapter 4 & 5 Activities (Mind Mapping & Odyssey Plans) • Discuss Pecha Kucha 	<ul style="list-style-type: none"> • Work on Pecha Kucha. Due Next week.
Week 5: Sept 23	<ul style="list-style-type: none"> • Pecha Kucha Presentations 	
Week 6: Sept 30	<ul style="list-style-type: none"> • Pecha Kucha Presentations 	
Week 7: Oct 7	<ul style="list-style-type: none"> • Pecha Kucha Presentations 	<ul style="list-style-type: none"> • Read Chapter 11 • Complete Chapter 11 activities
Week 8: Oct 14	<ul style="list-style-type: none"> • Library Visit** 	
Week 9: Oct 21	<ul style="list-style-type: none"> • Discussion of Research and Ethics 	<ul style="list-style-type: none"> • Read Chapter 6 • Complete Chapter 6 Activities
Week 10: Oct 28	<ul style="list-style-type: none"> • Work in groups to build research questions 	
Week 11: Nov 4	<ul style="list-style-type: none"> • Work on Case Studies in Class (Submit final answers via Canvas) 	
Week 12: Nov 11	<ul style="list-style-type: none"> • Discuss Honors Innovation Project Pitch Assignment • Build Your Honors Innovation Project Team & Create Group Contract 	
Week 13: Nov 18	<ul style="list-style-type: none"> • Work on Honors Innovation Project Pitch in Class 	<ul style="list-style-type: none"> • Engagement Activity Due via Canvas
Week 14: Nov 25	<ul style="list-style-type: none"> • Work on Honors Innovation Project Pitch in Class 	<ul style="list-style-type: none"> • Honors Innovation Pitch Due
Week 15: Dec 2	<ul style="list-style-type: none"> • Present Honors Innovation Project Pitch 	

*Syllabus is subject to change

**Library visit date may change based on availability.