


**HN101 – First Year Experience - Honors**  
 [T/R, 2:30-3:45, Henderson Learning Center, Room 103]

**Instructional Team**

<p align="center"><b>Librarian</b>          Cal Melick          Mabee Library          cal.melick@washburn.edu          785-670-1276          Office Hours: By appointment</p>	<p align="center"><b>Faculty Member</b>          Michael J. McGuire, Ph.D.          HC110 (honors)/HC211 (psych.)          michael.mcguire@washburn.edu          785-670-1342/1763          Office Hours: By appointment</p>	<p align="center"><b>Academic Advisor</b>          Pamela Erickson, M.S.          Morgan Hall 122          pamela.erickson@washburn.edu          785-670-1944          Office Hours: By appointment</p>
<p align="center"><b>Peer Mentors</b>          Amanda Kennedy          amanda.kennedy1@washburn.edu          Ian Mikkelsen          ian.mikkelsen@washburn.edu</p>		<p align="center"><b>Peer Educator</b>          Shelby Adams          shelby.adams@washburn.edu          Office Hours: 8 – 10 AM          785-844-0994</p>

**Course Description**

This three-hour course, designed for first-year honors students, focuses upon information literacy, technology and the transition into the Washburn University Community of Learning. Common themes such as the exploration of writing, study skills, wellness, technology, plagiarism, and others will be covered to introduce students to a series of best practices for success.

**Why WU101 and Therefore HN101?**

The National Resource Center for the First-Year Experience and Students in Transition reports that 87% of colleges and universities in the United States have some type of first-year experience course. Additionally, the universities in the Kansas Board of Regents system all have some type of first-year programming. The national and regional evidence is clear that WU101 will help students obtain higher rates of success in the transition from high school to university studies.

Obviously, however, for honors students some of the course material may be remedial. Therefore, much of the material is covered more quickly allowing for other topics to be covered and accomplished (e.g., more discussion and writing).

**Learning Outcomes**

1. Establish proficiency with Information Literacy and Technology

The course activities in WU 101 are all designed to promote active learning. Becoming proficient in Information Literacy and Technology is dependent upon you actively engaging in and with the course material. You are required to use the weekly course topics as a launching point into the use of

appropriate information resources in the digital age. You will actively engage course modules in the D2L Learning Systems to develop your proficiency in Information Literacy and Technology.

2. Practice academic honesty and exhibit ethical conduct.

You will learn about academic honesty as it relates to the various academic disciplines in the university and in regard to electronic publication.

3. Demonstrate membership in and engagement with the WU community.

You will learn about college life and, in particular, what it means to be an Ichabod at Washburn University. In conjunction with Objective 5, this course aims to create a sense of belonging to the institution.

4. Develop an academic success plan and demonstrate an understanding of the purpose of a university education.

You will learn what the university setting consists of regarding organization, language, the components of a degree, and the ways university work is different from your prior schooling.

5. Establish connections to faculty, staff and students in the WU community.

Research shows that a key element to your success as a college student is when you make a connection to someone or something at the university. The team approach to this course is designed to develop connections between you and your classmates as well as with university personnel, and to foster commitment to your academic pursuits.

6. Demonstrate effective collegiate learning and study skills.

You will learn and reinforce success skills related to personal and scholastic organization and management.

## **Instructional Team**

HN101 is different than your other classes because it is facilitated by an instructional success team. Your success team is led the Dean of the University Honors Program who sets academic goals and serves as the team leader. Additionally, your team includes an academic advisor who provides information on academic policies and procedures and works with you to begin academic planning and major/career decision making, a librarian who introduces library resources and helps build information and computer literacy skills, a peer educator and peer mentor who serve as role models and peer guides for your transition to college. The instructional team is, by purpose and design, a fully collaborative group in which all members are dedicated to your success as a student.

## **Textbook & Materials**

Tom Averill, *Rode* (Albuquerque, NM: University of New Mexico, 2011).

Alan Bearman, ed., *The Washburn Experience* (Dubuque, IA: Kendall Hunt, 2011).

Julie Burstein, *Spark* (New York, NY: Harper Collins, 2011).

It is strongly recommended that you have a notebook/file/folder designated for class in addition to an electronic folder on the network (WUAD). It is also crucial that you have online access. The university has many locations where you can work online if you do not have your own computer – for starters check out the honors study lounge (HC101).

## Class Structure & Policies

- **Attendance and Participation:** Attendance will be taken during all class sessions and count towards your grade. It is expected that you will be on time and present for all classes. Further, attendance is reinforced through unannounced quizzes, in-class discussions (emphasized on Thursdays), and writing assignments. You are paying for this class – come and enjoy it! **We will always begin in Henderson #103 every class period!**
- **Online Modules:** D2L Learning Systems will feature online modules to support the course. These modules will include learning objects, quizzes, and discussions to connect students with peers and faculty.
- **Cell Phones & Other Electronic Devices:** As a courtesy to the instructors and your fellow classmates, please turn off all personal cell phones and other electronic devices (e.g., iPods, tablets, etc.) during class. Texting in class is completely unacceptable.
- **Classroom Behavior:** You are expected to arrive promptly, be attentive to fellow students as well as the instructor, participate in classroom discussions and group work, and read the assigned material in advance (by the date listed). Please be respectful of your peers and instructional team at all times.
- **Written Work:** Writing is an important skill that will be integral to your success in college. Assignments must be typed and stapled together (if necessary). No points will be given for an assignment that is not typed.
- **Cultural Passport Activities:** Your college experience should be more than just going to classes and doing assignments. It is about trying new things and expanding your horizons. With that in mind, you are required to participate in a minimum of ten different enrichment activities outside of class. Examples are: civic activities, plays, lectures, athletic events, and other cultural activities. More information will be distributed in class regarding this requirement.
- **Late Assignments:** You are responsible for submitting assignments *on the due dates* discussed in class. Late work will not be accepted. Additionally, you will not be allowed to make up a quiz or exam. There are no extra credit opportunities in this course.
- **Below Average Writing:** If your instructor identifies your writing as below average you are required to visit the Writing Center in Mabee Library to receive assistance. The tutoring program is a drop-in center available to help with a variety of classes and provide academic success workshops for you. See <http://www.washburn.edu/tutoring> for more information.

- **Service Learning Project:** In addition to course content you will be participating in a growing trend across many honors programs and colleges among other programs – service learning. This activity will require approximately 20 hours of service and a reflection paper (writing assignment) at the end of the semester.

### Course Requirements

University Requirement common to all Associate and Bachelor Degrees: Complete HN101: The Washburn Experience, with a minimum grade of C. Honors requirement – pass with minimum grade of B.

Out-of-Class Assignments	250 points
In-Class Assignments	75 points
Quizzes	75 points
Mid-Term Assignment	150 points
FYE Portfolio	250 points
Attendance	100 points
Participation	200 points
Reaction Papers	100 points
Group Research Project	150 points
Service Learning Project(s)	150 points
<b>Total Points Possible</b>	<b>1500 points</b>

GRADE	PERCENTAGE	POINTS
A	90-100%	1350-1500
B	80-89%	1200-1349
C	70-79%	1050-1199
D	60-69%	900-1049
F	0-59%	0-899

### Out-of-Class Assignments (Already available – can work ahead)

#### *Assignment #1: D2L Biography (25 points)*

Post your photo and personal biography in D2L. Include the following information in your biography: Name, Hometown, Hobbies, Least Favorite Movie, Dream Job, and Favorite Food. Answer the following question in your biography: If you were stranded on a deserted island, what three things would you want to have with you? Write in paragraph format. (Additional instructions exist in D2L) **Due in D2L by the start of class on August 29.**

#### *Assignment #2: Learning Styles & VARK (25 points)*

You will visit the VARK website and take the assessment to find out your learning style ([www.vark-learn.com](http://www.vark-learn.com)). You will need to print the “Help sheets” on the website in accordance with your identified Learning Style and bring it to class along with response questions about what you learned. This assignment will help you identify potential strategies for studying that fit your preferred method of learning. You will participate in an in-class discussion about your results. For additional information regarding your results, please contact your academic advisor. (Web link and assignment can be found in D2L.) **Due in class Tuesday, September 17**

#### *Assignment #3: Faculty Member Interview (100 points)*

Interview a member of the Washburn University Faculty and discuss the findings of that interview in a reflective paper. Detailed information, including a list of expectations for the assignment, is found in D2L. **Due in D2L by start of class on October 24.**

*Assignment #4: Defining Diversity (100 points)*

For this assignment, review Chapter 2 of [The Washburn Experience](#) and the following website <http://washburn.edu/diversity>. Look closely at the mission statement and the words of President Farley and Vice President Pembroke. Then talk to someone from a background different than your own (racial, ethnic, religious, national, etc.) about why they think diversity at Washburn University is important.

Write a 300-word reflective piece in which you explain the importance of diversity to the Ichabod experience. Your essay should make clear that you have thought carefully about what you read on the Washburn diversity website and what you learned from your conversation. **Due in D2L by start of class on November 19.**

**Quizzes (75 points)**

All quizzes are in D2L.

- Quiz #1: Using D2L (25 points). **Due by 11:55 p.m., August 27**
- Quiz #2: Campus Connections and Assigned Readings (25 points). **Due in D2L by start of class, September 24**
- Quiz #3: Guest Speakers and Assigned Readings (25 points). **Due in D2L by start of class, November 21**

**Mid-Term Assignment (150 points):**

Write a paper incorporating information literacy skills, critical thinking skills, and the iREAD book. Detailed information, including directions and expectations is in D2L. **Due in D2L by start of class on October 17.**

**FYE Portfolio (250 points):**

Your FYE Portfolio details your passport activity experiences and contains a campus research component. Detailed information, including directions and expectations is in D2L. **Due in D2L by 5pm, Friday, December 13.**

**Attendance (100 points):**

You will receive 2 points for every class you attend during the semester, and 15 points for attending the mandatory individual meeting at the end of the semester.

**Participation (200 points):**

You will receive points for participation in classroom activities, lectures, and discussion.

*Group Research Project (150 points)*

For this project you will carry out a systematic observational research study with at least two other classmates (but no more than four). You will search the literature for at least one scholarly article that relates to a hypothesis your group generates investigating gender differences. Next, you will collect and analyze data followed by a brief write-up in the form of a presentation. Your group will be assessed on the quality of the presentation (50 points),

and you will be assessed by your group members on your contribution to the project (100 points). **Due Tuesday, November 19**

*Reaction (to Readings) Papers (100 points)*

Reading is not enough for learning acquisition. Reflection and writing is required to truly foster the learning experience. Therefore you will be required to think analytically about what you read and put thought to “paper.” A guide will be provided in terms of structure and length of your papers. Ultimately, you will submit four papers covering the assigned readings from Averill (2011) and Burstein (2011). Each reaction paper should cover a chapter (or part in Averill) that was assigned prior to the due dates below. The due dates are as follows:

**RxN 1: Thursday, 9/5 due by 11:55 p.m.**

**RxN 2: Thursday, 9/19 due by 11:55 p.m.**

**RxN 3: Thursday, 10/3 (use only Burstein) due by 11:55 p.m.**

**RxN 4: Thursday, 10/17 (use only Burstein) due by 11:55 p.m.**

**Service Learning Project:** Your project consists of two components: time spent on service (goal = 20 hours for 50 points), reflection paper (50 points), brief oral presentation (50 points) summarizing your experience. Ideally, you want to incorporate into your reaction paper the theme of creativity indicating what aspect(s) of creativity you observed and what innovation you would recommend for the organization(s) in addition to your personal experience. To stimulate the thought process we will be reading Burstein’s book concerning this matter. To get started on this project you will need to schedule an appointment with the LinC office. More details concerning this project will be announced in class. **Due no later than Tuesday, November 21.**

**Course Schedule Begins on Next Page**

## Weekly Schedule

All reading assignments should be completed by day assigned for each week. Assignments are due on the date listed below.

Week	Dates (Day)	Topic	Assignment(s) & Due Dates
1	8/20 (T)	Welcome, Brief Overview of Syllabus, & Mini Campus Tour led by Shelby	None today!
	8/22 (R)	Q & A Session, Discussion (Introductions), and Guest Speaker from LinC Getting Organized (3:00 - 3:30)	Read Chapters 1 and 3 (Workbook) Read pages 1 - 21 (Averill, 2011) Read Foreword and Intro (Burstein, 2011)
2	8/27 (T)	Amazing Library Race, Electronic Classroom (Cal Melick: 15 Minutes), and Discuss Assigned Readings	Quiz 1 in D2L Read Chapter 8 (Workbook) Read pages 22 - 43 (Averill, 2011) Read pages 1 - 13 (Burstein, 2011)
	8/29 (R)	Washburn History, Class Photo, Studying, Time Management, Goal Setting, and Discuss Assigned Readings	Read Chapters 2 and 4 (Workbook) Read pages 44 - 65 (Averill, 2011) Read pages 14 - 29 (Burstein, 2011) Homework Assignment #1 in D2L (Discussion Forum)
3	9/3 (T)	Student Life/Campus Connections (Gary Handy, speaker: 2:30 - 3:00 & Dr. Gleason, speaker: 3:00 - 3:30)	Read Chapter 10 (Workbook) Read pages 66 - 94 (Averill, 2011) Read pages 30 - 43 (Burstein, 2011)
	9/5 (R)	College Writing (Eric McHenry), Amanda to talk Discuss Assigned Readings	Read Chapter 6 (Workbook) Read pages 95 - 119 (Averill, 2011) Read pages 44 - 64 (Burstein, 2011) RxN Paper 1 - 11:55 p.m. in D2L Dropbox
4	9/10 (T)	Critical Thinking	Read Chapter 5 (Workbook) Read pages 120 - 142 (Averill, 2011) Read pages 65 - 81 (Burstein, 2011)
	9/12 (R)	Guest Speaker, Dr. Alan Bearman (15 - 20 minutes); MAP Works (20 - 30 minutes); & Info Literacy (15 - 20 minutes)	Read pages 143 - 165 (Averill, 2011) Read pages 82 - 97 (Burstein, 2011)
5	9/17 (T)	Finding/Evaluating Information (Cal Melick entire class period)	Read pages 166 - 186 (Averill, 2011) Read pages 98 - 117 (Burstein, 2011) Homework Assignment #2
	9/19 (R)	Guest Speaker - Tom Averill	Read pages 187 - 206 (Averill, 2011) Read pages 118 - 135 (Burstein, 2011) RxN Paper 2 - 11:55 p.m. in D2L Dropbox
6	9/24 (T)	Using the Web for Research, Citing Your Resources (Cal: 40 - 60 minutes)	Read pages 136 - 149 (Burstein, 2011) Quiz #2 Due on D2L
	9/26 (R)	Discuss Assigned Readings	Read pages 150 - 171 (Burstein, 2011)
7	10/1 (T)	The Art of Test Taking Academic Honesty and Plagiarism (Cal: 20 - 30 minutes)	Read Chapters 7 and 9 (Workbook) Read pages 172 - 190 (Burstein, 2011)

	10/3 (R)	Making Decisions and Discussion of Assigned Readings	Read Chapter 11 (Workbook) Read pages 191 - 212 (Burstein, 2011) RxN Paper 3 – 11:55 p.m. in D2L Dropbox
8	10/8 T	Fall Break – No Class	
	10/10 (R)	MAP-Works (20-30 minutes), Communicating with Professors	Read pages 213 - 240 (Burstein, 2011)
9	10/15 (T)	Your Online Presence/Using Facebook & Twitter and Drugs & Alcohol on Campus - WUPO	
	10/17 (R)	President Farley – Guest & Discussion	Midterm Assignment due in D2L RxN Paper 4 – 11:55 p.m. in D2L Dropbox
	10/19 (Sat)	Washburn Serves	
10	10/22 (T)	<i>Homecoming Week</i> Advising (Pamela 2:30 – 3:00) & Guest Speaker Financial Literacy (SALT) Jamie McEwen 3:00 – 3:30ish	Read Chapter 15 (Workbook)
	10/24 (R)	Mulvane Art Museum & Alumni Center Tours	Homework Assignment #3 due in D2L
11	10/29 (T)	Local & Global Diversity (Dona Walker, 2:30 – 3:00; Tina Williams, International House); International House Tour	Read Chapter 16 (Workbook)
	10/31 (R)	Systematic Observational Research Intro	
12	11/5 (T)	Planning for the Future Career Services Representative – James Barraclough	Read Chapter 14 (Workbook)
	11/7 (R)	Taking Care of the Other Dimensions of You Joel Bluml from SWRC (2:30 – 3:00)	Read Chapters 12 and 13 (Workbook)
13	11/12 (T)	Work on Research Project (& Etiquette Dinner)	
	11/14 (R)	Work on Research Project	
14	11/19 (T)	Research Project Presentations	Homework Assignment #4 due on D2L
	11/21 (R)	Research Project Presentations Service Learning Presentations	Quiz 3 due on D2L
15	11/26 (T)	Service Learning Presentations	
	11/28 (R)	Thanksgiving	Thanksgiving
16	12/3 (T)	Individual Appointments and/or Stress Relief	
	12/5 (R)	Individual Appointments and/or Stress Relief	
	12/7 (Sat)	Super Saturday Reminder	



## UNIVERSITY ADDITIONS

### **Mission of the University:**

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

### **Definition of a Credit Hour:**

For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

### **Academic Misconduct Policy:**

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/statements-disclosures/copyright/index.html>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: <http://www.washburn.edu/faculty-staff/faculty-resources/faculty-handbook/faculty-handbook-section-7.html>.

### **Student Health Services/WU Counseling Services:**

Student Health Services (SHS) works closely with WU Counseling Services to provide support for students experiencing challenges with learning and adapting to university life. SHS also offers urgent care for illness and injury, sports, school, and travel abroad physicals, well woman exams, immunizations/vaccinations and care of chronic illness such as diabetes and high blood pressure. More information can be found at <http://washburn.edu/current-students/services/health-services/index.html> and <http://washburn.edu/current-students/services/counseling/index.html>

### **Disability Services:**

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 135 (new location)

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: [student-services@washburn.edu](mailto:student-services@washburn.edu)

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

### **Center for Student Success:**

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Student Success (Office of Academic Advising, Tutoring Programs, First Year programming, and Testing and Assessment) is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact the office in Morgan 122, 785-670-1942, [advising@washburn.edu](mailto:advising@washburn.edu).

### **Withdrawal Policy:**

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for short-term, out-of-sequence, or summer courses. To view the deadline dates for your courses visit the "Last Day" Deadlines web page at: <https://www2-prod.washburn.edu/self-service/coursedates.php> Depending on the timing of the request to withdraw from a course, students may be responsible for repaying all or a portion of their financial aid. **Students who do not attend their courses and fail to officially withdraw themselves will receive a grade of "F" and may also be required to repay all or a portion of their financial aid based on their non-attendance.** For further information, contact the Financial Aid Office at 785.670.1151 or e-mail [financialaid@washburn.edu](mailto:financialaid@washburn.edu).

### **Attendance/Administrative Withdrawal:**

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

### **Official E-Mail Address:**

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and then click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

### **Success Week:**

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last **three** days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first **three** days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.