

**HN201/2/3 – Honors Freshman Seminar  
First Year Experience (Honors Style)**  
[M/W, 2:30-3:45, Henderson Hall #103]

**Instructional Team:**

<p align="center"><b>Librarian</b> Sean Bird Mabee Library sean.bird@washburn.edu 785-670-1550 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 Mentor</b> Abby Brinker abby.brinker@washburn.edu</p>		<p align="center"><b>Peer Educator</b> Amanda Sorrell amanda.sorrell@washburn.edu 620-778-4592 Office Hours: T/R 11 – Noon (MA107)</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 this course?

Colleges and universities across the country are increasingly aware of the need to provide entering students with a wide range of services supporting their transition into the university environment. First-year seminar courses are widely proven as effective mechanisms for facilitating this transition. These courses introduce students to collegiate-level expectations, establish connections to peers and faculty, and provide resources to support student learning and engagement. According to the National Resource Center for the First-Year Experience and Students in Transition, 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. National data shows that even students who appear to be academically well prepared for college benefit from a course that develops the skills and qualities needed to successfully undertake university-level work. For first generation, non-residential, and academically under prepared students, comprehensive interventions aimed at helping students make the necessary adjustments as they begin college are particularly critical to their persistence and academic success.

### Learning Outcomes

1. Establish proficiency with Information Literacy and Technology

The course activities in this course 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 Angel Learning Systems to develop your proficiency in Information Literacy and Technology.

- 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.

- Demonstrate membership in and engagement with the WU community and at least one other community organization.

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. You will also learn about service learning.

- 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.

- 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.

- Demonstrate effective collegiate learning and study skills in addition to research skills.

You will learn and reinforce success skills related to personal and scholastic organization and management. You will also learn fundamentals in conducting research thereby engaging scientific reasoning one of several ways to establish knowledge.

### **Instructional Team**

This course is different than your other classes because it is facilitated by an instructional success team. Your success team is led by a faculty member 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, and two student contacts who serve as role models and peer guides for your transition to college. Other qualified university staff are included. The instructional team is a fully group that can be utilized for your success as a student.

### **Textbook & Materials**

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

Joe Drape, *Our Boys: A Perfect Season on the Plains with the Smith Center Redmen* (New York, NY: St. Martin's Griffin, 2010).

Steven Johnson, *Where Good Ideas Come From: The Natural History of Innovation* (New York, NY: Riverhead Books, 2010).

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 will count for one-fifth of 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 Wednesdays), 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:** Angel Learning Systems will feature online modules to support the course. These modules will include professional learning objects, exams, quizzes, and virtual 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 cell phones and other electronic devices (e.g., ipads, tablets, etc.) during class.
- **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).
- **Written Work:** Writing is an important skill that will be integral to your success in college. While it is not important that assignments always be typed (depends on specific assignment), assignments should be neat, legible, and well written. If it is illegible, no points will be given for it. You will find a first draft is rarely acceptable in any of your courses.
- **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 eight 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.
- **Group Research Project:** As an introduction to hands-on learning with research, you will be assigned to a group in which you will design a “systematic observational” study investigating gender differences. This project will require an oral presentation near the end of the semester and will be factored into your assignments’ grade.
- **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.
- **Late Assignments:** You are responsible for submitting assignments **by/on the due dates** discussed in class. All assignments to be submitted in ANGEL are due no later than 11:55 p.m.

### Course Requirements

You are assessed through quizzes, assignments, exams, participation, and the final capstone project.

Grading Scale:			<b>Quizzes – 100 points</b> <b>Assignments – 300 points</b> <b>Reaction Papers (readings) – 200 points</b>
GRADE	PERCENTAGE	POINTS	
A	90-100%	1350-1500	

B	80-89%	1200-1349	<b>Mid-term Exam - 100 points</b> <b>Final Exam - 100 points</b> <b>Attendance and Participation - 200 points</b> <b>FYE Capstone Project - 250 points</b> <b>Service Learning Project - 250 points</b> =====
C	70-79%	1050-1199	
D	60-69%	900-1049	
F	0-59%	0-899	
			<b>Total - 1500 points</b>

## Weekly Schedule

All reading assignments should be completed by the Monday of each week. Assignments are due on the date listed below.

Week	Dates (Day)	Topic	Reading	Assignment(s) Due
1	8/20 (M) 8/22 (W)	Welcome & Getting Organized Time Management & Goal Setting	Chapters 1 & 8 Introductions in both Drape (2009) and Johnson (2010)	
2	8/27 (M) 8/29 (W)	Assessment for Improvement Reading in College Bruce MacTavish to visit	Chapter 3 Parts 1 and 2 (Drape, 2009) Ch. 1 (Johnson, 2010)	Time Management - due 8/27
3	9/5 (W)		Chapter 4 Part 3 (Drape, 2009) Ch. 2 (Johnson, 2010)	Learning Styles & VARK - due 9/5
4	9/10 (M) 9/12 (W)	Academic Honesty Sean Bird (9/10)	Chapter 9 Part 4 (Drape, 2009) Ch. 3 (Johnson, 2010)	Academic Honesty - due 9/14 Quiz #1 - due 9/14
5	9/17 (M) 9/19 (W)	LinC (3:00)	Epilogue & Afterward (Drape, 2009) Ch. 4 (Johnson, 2010)	Reading Strategies - due 9/19
6	9/24 (M) 9/26 (W)	Communications in College	Chapter 10 Ch. 5 (Johnson, 2010)	Library Services - due 9/28
7	10/1 (M) 10/3 (W)	College Writing	Chapter 6 Ch. 6 (Johnson, 2010)	Mid-term Exam - due 10/5
8	10/10 (W)	Mid-term Check-up	Chapters 11 & 12 Ch. 7 (Johnson, 2010)	Research Process - due 10/12 Quiz #2 - due 10/12
9	10/15 (M) 10/17 (W)	Expanding Your Horizons Guest Speakers: Dona Walker President Farley	Chapter 16 Conclusions (Johnson, 2010)	

10	10/22 (M) 10/24 (W)	Homecoming Week Advising	Chapter 2	
11	10/29 (M) 10/31 (W)	Planning for the Future James Barraclough	Chapter 14	Interview a Professor – due 11/2
12	11/5 (M) 11/7 (W)	Taking Care of the Other Dimensions of You Business rep (Jennifer Ball: 3:05- 3:35) and SWRC rep (Joel Bluml: 2:30 – 3:00)	Chapters 13 & 15	Quiz #3 – due 11/9
13	11/12 (M) 11/14 (W)	Open Faculty Topic Dr. John Paul from Sociology/Anthropology		Guest Speaker Reaction Paper – due 11/16
14 & 15	11/19 (M) 11/26 (M) 11/28 (W) 11/30 (F)	Research Project Check-In Research Project Update Research Project Presentations Service Learning Reflections		Quiz #4 – due 11/30
16	12/3 (M) 12/5 (W)	Preparing for Finals		Final Exam – due 12/7

## Assignments

### *Time Management (25 points)*

You will complete the Time Management Grid & questions to discover how you currently spend your time. You will also learn how to set goals to help you achieve success in college and life. (Documents can be scanned into electronic format and submitted in ANGEL) **Due Friday, August 31**

### *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 strategies for studying that fit your preferred method of learning. (Web link and assignment can be found in ANGEL.) **Due Wednesday, September 5**

### *Academic Honesty (25 points)*

You will complete activities on pages 127-129 in “The Washburn Experience.” Exercise #1 requires you to answer ten (10) questions. **Due Friday, September 14**

### *Reading Strategies (25 points)*

You will complete the assignment “Surveying a Textbook Chapter” for one of their current class textbooks. This will allow you to utilize and apply the SQ3R system you learn in class. (SQ3R handout can be found in Angel.) **Due Wednesday, September 19**

### *Library Services (25 points)*

You will complete activities on pages 113-114 in “The Washburn Experience.” Exercise #2 requires you to answer ten (10) questions. **Due Friday, September 28**

### *Research Process (25 points)*

You will complete the activity on page 117 in “The Washburn Experience.” Write a 200 word essay addressing the five areas mentioned on page 117. **Due Friday, October 12**

*Interview a Professor (50 points)*

You will have the opportunity to interview a faculty member and ask them a series of questions. Then, write a 250 word paper summarizing their responses. If you need assistance with questions, let us know. **Due Friday, November 2**

*Guest Speaker Reaction Paper (50 points)*

Throughout the semester, many people at Washburn will join our class sharing information about their department and/or program. You will write a 250 word reaction paper on one of the guest speakers. **Due Friday, November 16**

*Group Research Project (100 points)*

For this project you will carry out a systematic observational research study with at least two other classmates (but no more than three). 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, and you will be assessed by your group members on your contribution to the project. **Due Monday, November 28**

*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 Drape (2010) and Johnson (2010). Each reaction paper should cover a chapter (or part in Drape) that was assigned prior to the due dates below. For example, the reading that occurs prior to the first deadline of 9/5 includes chapters 1 and 2 in Johnson and parts 1 through 4 in Drape. You select with specific reading from both Drape and Johnson you want to use in your reaction paper. The due dates are as follows:

**RxN 1: Wednesday, 9/5**

**RxN 2: Wednesday, 9/19**

**RxN 3: Wednesday, 10/3 (use only Johnson)**

**RxN 4: Wednesday, 10/17 (use only Johnson)**

*FYE Capstone Portfolio (250 points)*

We want you to think about your semester here at WU and do some reflection and self-evaluation. Using a MS Word document, you will create a portfolio that illustrates what this semester has been like using your passport activities, reflective/reaction papers, and other assignments. Additional details will be provided in class. **Due Sunday, December 9**

*Passport Activities*

Throughout the semester you will be required to attend 10 passport activities. You are able to choose many of your own activities (some will be strongly recommended) and may include athletic events, fine and performing arts events, on-campus speakers, etc. You will be informed of numerous opportunities throughout the semester.

**Service Learning Project:** Your project consists of two components: time spent on service (goal = 20 hours for 100 points), reflection paper (100 points), brief oral presentation (50 points) summarizing your experience. Ideally, you want to incorporate into your reaction paper the theme of innovation indicating what innovation you observed and what innovation you would recommend for the agency in addition to your personal experience. To stimulate the thought process we will be reading Johnson'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 Monday, December 3 (but strongly encouraged to complete by Wednesday, November 30 if not sooner).**

**Quizzes**

**Exams**

All quizzes are found in Angel.

All exams are found in Angel.

*Quiz #1 (25 points)*  
**Due Friday, September 14**

*Mid-term Exam (100 points)*  
**Due Friday, October 5**

*Quiz #2 (25 points)*  
**Due Friday, October 12**

*Final Exam (100 points)*  
**Due Friday, December 7**

*Quiz #3 (25 points)*  
**Due Friday, November 9**

*Quiz #4 (25 points)*  
**Due Friday, November 30**

## 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 expected to complete 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 [www.washburn.edu/copyright/students](http://www.washburn.edu/copyright/students). 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: [www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII](http://www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII)

### **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 (Deadline Friday November 4 for Fall 2011), there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site ([www.washburn.edu/schedule](http://www.washburn.edu/schedule))

### **Attendance:**

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.

### **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 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.