

HNRS 2371.45 HONORS FRESHMAN SEMINAR
West Texas A&M University (3 credit hours)
Monday & Wednesday 2:30-3:45, OM 220
Fall 2012

Dr. Jessica Mallard, Director of Honors/Professor of Communication/Interim Dean
Email: jmallard@wtamu.edu

Office: FAC 190 (806) 651-2806
MMNH 161 (806) 651-2777
Honors Space (806) 651-2734 (Toni)
Office hours: Book through Kathey or Toni

Sage Fulton, Peer Mentor
asfulton1@buffs.wtamu.edu

Margaret Snider, Peer Leader
mwsnider1@buffs.wtamu.edu

Ellie Ward, Peer Mentor
emward1@buffs.wtamu.edu

Bethany Beck, Graduate Assistant
bsbeck1@buffs.wtamu.edu

Course Objectives

This course is designed to help students make the most out of their college experience, create a sense of community among Honors students, and prepare students for college life and beyond. Through classroom presentations and discussions, group discussions and activities, and assignments inside and outside of class, students will:

- better understand the support and opportunities WT has to offer
- become aware of opportunities for academic enrichment such as study abroad and internships
- began preparing for career and/or post-graduate studies
- become more engaged with fellow Honors students, faculty, and the university community
- gain an appreciation of different perspectives
- have opportunities for personal development and reflection
- be able to complete a well designed research project
- be able to effectively create and present a conference poster

Texts

Levitt, S. D. & Dubner, S. J. (2006). *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. New York: Harper Collins Publishers.

Timmerman, K. (2009). *Where am I wearing? A Global Tour to the Countries, Factories, and People that Make Our Clothes*. Hoboken, New Jersey: John Wiley & Sons.

NOTE: *Freakonomics* is furnished by the honors program and needs to be returned to the honors office by the end of the course.

Assignments	Point Values
<i>Where Am I Wearing</i> Paper	100
Resume	50
Service Learning Reflection Paper	100
Career Interview Reflection	50
Attendance	100
Research topics	20
RQ or Hypothesis	30
Abstract #1	50
Abstract #2 & #3	100
Ethics/Presentation	100
1 st draft of Research Paper	100
Research Paper Conference Poster	100
Completed Paper	100
Total Points	1,100

All assignments that are to be turned in must be turned in at the beginning of class or they are subject to a letter grade deduction. Please note that these assignments should be done well. Points will be deducted for mistakes with punctuation and grammar.

Final grades will be determined using the number of points divided by the number of possible points. Grades will be determined using the following scale: 90-100% = A, 80-89% = B, 70-79 = C, 60-69% = D, 59% and below F.

Course Outline and Assignments (there may be a few changes in the schedule that take place during the semester)

Aug. 29 Mon	Introduction to course and course expectations Discussion of <i>Where Am I Wearing</i> Essay contest.
Aug .31 Wed	Research Topics due in class. Service Learning, Community Service, and Volunteerism Talking about choices for Service Learning. Small groups to talk about <i>Where am I wearing</i>
Sept. 05 Mon	Labor Day – No Class
Sep. 07 Wed	Library/ Discussion of research projects/ Individual research Focus on using the databases and finding research on your topics. Meet in HELC 9. Bring your student ID to log onto computers Research paper discussion.

Sep. 12 Mon	WT Ambassadors who were essay winners from previous years will talk about the essay contest and their experiences. Discussion of Common Reader and essay contest. Peer Mentors lead discussion groups.
Sep. 14 Wed	Papers due on <i>Where Am I Wearing?</i>. See essay contest guidelines at the end of the syllabus. Essays must be submitted for the contest by Sept. 19th at 5pm. Peer leader discussion.
Sep. 19 Mon	Discussion about writing an abstract, researching, and scholarly articles. APA discussion. RQ or Hypothesis due in class
Sep. 21 Wed	Discussion of abstract writing and paper process. APA formatting.
Sep. 26 Mon	Safety issues on the campus and other places. Active Shooter Video. The importance of taking notes and methods to effectively take notes. Peer Mentors and other honors students give their advice for taking notes and being successful in college.
Sep. 28 Wed	Dr. Hallmark continues the <i>Freakonomics</i> discussion. Bring your books to class. Convocation, Thursday, Sept. 29 @ 5pm, First United Bank Center, Bring your Student ID
Oct. 03 Mon	Abstract #1 due. Submitted to drop box via WTClass and turned in with original article in class. Dealing with stress: Peer mentors will discuss ways of managing stress, time management skills, and services at Career and Counseling Services.
Oct. 05 Wed	Career reflection and discussion of careers. Creating effective resumes Will Walker
Oct. 10	More information on research papers and feedback on Abstract # 1.

Mon	Peer Mentors and Graduate Assistant discuss. Discussion of Career paper assignment. Majors and discussion about different careers.
Oct. 12 Wed	Dr. Hallmark continues <i>Freakonomics</i> Discussion. Bring books to class. More information on research papers and feedback on Abstract # 1. Peer Mentors and Graduate Assistant discuss.
Oct. 17 Mon	Abstracts 2 & 3 due. Turned into WTClass drop box and to Dr. Mallard with original articles. What is the next step in the research paper process?
Oct. 19 Wed	Dr. Leigh Browning, Associate Professor of Mass Communication. Branding and presenting yourself.
Oct. 24 Mon	Resume due in class. Discussion of Ethics activity and <i>Freakonomics</i>
Oct. 26 Wed	Contexts and being an educated citizen.
Oct. 31 Mon	1st Draft of Completed Research Papers submitted via Turnitin. <i>Freakonomics</i> discussion.
Nov. 02 Wed	Enhancing Your Academic Experience through Study Abroad. The study abroad office will speak and honors students who have studied abroad will talk about their experiences.
Nov. 07 Mon	Group project Planning for presentations.
Nov. 09 Wed	Presentations on Ethics

Nov. 14 Mon	Diversity and Culture.
Nov. 16 Wed	Preparing poster presentation for Honors Mini-Conference. Career interview reflections due
Nov. 21 Mon	Final drafts of Research Papers Due. Contexts and education.
Nov. 23 Wed	No Class – Thanksgiving break begins at noon on 11/23
Nov. 28 Mon	Discussion of Mini-Conference and presenting at a conference. Senior Capstone projects and continuing in honors Poster work session in honors space. Supplies provided as well as food. 5:30-8:30pm
Nov. 30 Wed	Research Paper Poster Presentations for Honors Mini-Conference 2:30-4:00. Bring a copy of your paper to set by poster.
Dec. 05 Mon	Research Paper Poster Presentations for Honors Mini-Conference 2:30-4:00. Bring a copy of your paper to set by poster.
Dec. 07 Wed	Service Learning Reflections Due Discussion of Mini-Conference What now – discussions of work after college, graduate school and internships Last Day of Classes
Dec.12 1:00, Mon	Final Exam Period 1:00 – 2:00 Class Survey and Reflection

Explanation of Class Assignments

1. Research Paper

Each student will complete a research paper this semester on a topic of their choosing. The paper will evolve over the semester, beginning with a topic, followed by a research question/hypothesis, followed by multiple abstracts, followed by two iterations of the paper. You will “present” your paper at the Honors Mini Research Symposium.

Do not be concerned if you do not know how to create a research question, or a hypothesis, or abstracts, etc. We will teach you in class. Indeed, some of you who think you do know may be at a disadvantage as we may teach you differently than you learned before. Regardless, do not be concerned about that; just start thinking about what you may wish to research this semester.

Our recommendation is that you select a topic consistent with your major. You are not required to do so, but generally you will find a topic consistent with your major to be one you will find interesting over the course of the semester. We also ask that you do not research a topic you have previously studied. No recycling, please.

As is noted above, we will start with a topic. Here are the specific deadlines and some guidance on the assignment due.

- **Research Topics:** You must turn in three topics. “Topics” are very short and simply phrased (e.g., bio-fuels, P.D.Q. Bach, special-needs kids). Making your topic more specific would be valuable as you move forward on this assignment (e.g., economic price supports for bio-fuels, sarcasm expressed in P.D.Q. Bach’s compositions, mainstreaming special-needs kids). I will provide you some feedback (ranging from “ok” to “how about we shape this a little differently.....”). Giving a good faith effort on this assignment will earn you full points. Point value on this assignment is 20.
- **Research Question:** You will each turn in a research question(s) or hypotheses. The questions/hypotheses must be typed. At least one research question is required, but we would recommend you turn in 3-5 research questions, partly because research often ends up needing more than one question or hypothesis to flesh it out and guide the research (and also because you may have one or two that are not very good). Regardless, every research question or hypothesis will be centered on the topic you earlier identified. The research question simply takes your topic and narrows it, defines the parameters of your research, and guides you. For example, “economic price supports for bio-fuels” may turn in to “What effect do federal price supports have on bio-fuel market shares?” Sarcasm in P.D.Q. Bach’s compositions may become “What musical device(s) does P.D.Q. Bach use to communicate sarcasm in his compositions?” Mainstreaming special-needs kids becomes “How effective is mainstreaming special-needs children in terms of their learning?” (**Notice that none of these are “yes/no” questions.**) Point value on this assignment is 30.
- **Abstract #1:** You will turn in one abstract from a research article you have read regarding your research question. A reproduction of the article abstracted must also be included. Essentially, an “abstract” is a summary of the article, in your own words, and including the key information from the article that would be 1) helpful to you in knowing what information from that article is important to put your final paper, and 2) useful for the reader of the abstract in knowing the essential content of the article even though the reader has not read the article. Abstracts vary tremendously in length, but for this assignment, your abstract should be a page and a half. Typed, double-spaced, well-written. The Graduate Assistant and I will review these abstracts and in many cases will require the student to rewrite the abstract. Our goal in doing so is not to punish, but rather to make sure everyone has a good abstract and knows how to write an abstract (and writes it well). Point value on this assignment is 50.
- **Abstract 2&3:** Two additional abstracts will be due. Dr. Mallard will review these abstracts, presumably requiring fewer rewrites as you have learned from your earlier experience. Point value on this assignment is 100.

- **Completed Paper Draft:** A draft of your paper will be due. The paper will be typed, double-spaced, contain no fewer than 8 (eight) research based sources, follow APA style sheet guidelines, and will be approximately 2,500-3,000 words in length. The paper will take the form of what is called a “literature review.” A literature review is essentially a summary of what other people are saying about your subject. Because you already have turned in three abstracts, you will be able to take those abstracts and incorporate them in to this paper, but also have at least four additional research based sources to include. The basic format of a literature review is to have an introduction that very simply lays out the topic. The research question then follows. After the research question is the summary of the research you have read (this is the bulk of the paper). Then a summary ends the paper. The summary summarizes, but also seeks to tie the research together, identify “gaps” in the research, common “threads,” etc. (We’ll talk about this in class, so don’t worry if that means nothing to you at this point.) Draft does NOT mean poorly written. Draft simply means it is not the “final” version. You will be graded on how well this is written, but you will also be given feedback for improving the paper. Point value on this assignment is 100.
- **Final Paper Due:** In addition to presenting your research on this day, the “final” version of your paper will be due. No additional information is required. It will be a rewrite of the earlier paper, based on feedback from the Graduate Assistant and Dr. Mallard’s review of your draft. Point value on this assignment is 100.

2. Paper on the Common Reader: Write an essay exploring your reactions and reflections upon reading *Where Am I Wearing*. You will turn in the essay for class credit as well as have the option to submit it for the essay contest. Winning writers will earn a trip to Cambodia. Last year, five students from the Honors I course won a trip to Honduras. Essay Contest guidelines are located at the end of the syllabus. **You have the option to submit for the contest.** Point value for this assignment is 100 points.

3. Ethics/Freakonomics: Group presentations on Ethics. Groups will be formed and pick an ethical situation and discuss it based on the principles discussed in *Freakonomics*. It should deal with a current event that is going on in the real world. More specific details will be provided in class.

4. Resume: You will create a professional resume based on the techniques covered by career services. You will turn your resume into career services for their assessment as well as submit them in hard copy in class.

5. Career interview reflection. For this assignment you will find a person who has a job in the career field that you are interested in. You will show them your resume and ask them what things they think you should work on adding to it (activities, etc.) in the next few years to prepare you to be successful in this field. You will write a 2 page reflection on the interview and what you gained from it. Though the questions are not set, you might consider these questions or create your own. Then reflect afterward on the overall interview experience and what you learned or gained from it. If you need help finding a person, Dr. Mallard, career services, or someone in your major can help.

- Why did you choose to interview this person?
- How did they end up in this field?
- What kind of education do/did they receive?

- What are their achievements?
- What education must you receive to begin in this career?
- What learned skills must you have?
- What is your interest in this field?
- What are the aptitudes (talents) you should possess to do well in the career?
- What things would they recommend you do to be a competitive ?
- How much education do you need to reach this goal?
- What kind of money can you expect to make?
- How hard is it to establish yourself in the field?
- What do they think you should focus on adding to your resume during your time in college?
- Are internships important and what types of internships would they recommend?

You should look at the Occupational Outlook Handbook (available online). Point value for this assignment is 50 points. The reflective essay should not try to answer each question, but should be an overall reflection on what you learned. Was the interview challenging? Would you be interested in having this job? What do you like about it or not like about it? What do you most need to at this point to head toward that career?

6. Service Learning Reflection. Write a three page essay talking about your service learning experience. Did the experience meet your expectations? What did you learn by being involved in the experience? Would you work with this organization again? What did you like the most and what did you like the least? Point value for this assignment is 100 points.

6. Attendance grade. During the semester, there will be in-class activities that you will have to be in class to participate. You will begin with 100 points for attendance and lose 10 points per absence. For students with course conflicts, or approved university absences see Dr. Mallard.

7. Poster for Honors Research Symposium: Each student is required to present a poster over their research paper. You will be responsible for creating your own poster from a tri-fold poster that can be purchased at the WTAMU bookstore or Wal-Mart. We will discuss format and requirements in class. The Poster should be very professional as people will be visiting with you about it. You also need a copy of your completed paper at the table. No hand-written information should be on your poster. Point value for the assignment is 100 points.

Course Policies

Students with Disabilities

West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Student Disability Services (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; www.wtamu.edu/disability ; phone (806) 651-2335.

Scholastic Dishonesty

All work must be completed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the Student Code of Life at

<http://www.wtamu.edu/administrative/ss/code/appendix3.htm>

Acceptable Student Behavior

Classroom behavior should not interfere with the instructors ability to conduct the class or the ability of other students to learn from the Instructional program (Code of Student Life).

Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

Evacuation Statement

If you receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assemble area, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651.5000 or 911). In the event an evacuation is necessary: evacuate immediately do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; students needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.

Writing requirements

All papers should have 1" margins, 12pt. font, and be double-spaced. A cover page should include the title for the assignment, your name, and the course. All papers should have page numbers. References and bibliographic information should be in APA format within the text of the paper and in the bibliography. These guidelines are readily available on the internet or on the library homepage. Points will be deducted for spelling and grammatical errors. Late papers will lose 10% per day. Papers are considered late if they are not turned in before class or at the beginning of class.

Other tips for SUCCESS

Any student experiencing personal (depression, anxiety, grief, etc.) and/or academic (test anxiety, deficit study skill, attention difficulties, etc.) issues should contact Student Counseling Services at 651-2340. Enrolled students have paid for this service, in advance, through their Student Services Fee. Student Counseling Services can also provide a community referral if necessary.

Readership WT 2011 Essay Contest

"When I walk into my closet, I think about the hundreds—if not thousands—of people around the world who had a hand in making my clothes. Jeans are no longer just jeans, shirts no longer just shirts, shoes no longer just shoes, clothes no longer just clothes. Each is an untold story."

— Kelsey Timmerman

Tour Honduras – Spring Break 2012

The WTReadership Committee has planned a student trip to South America in our effort to understand the conditions described in Kelsey Timmerman's *Where Am I Wearing?*, the subject of the 2011-12 Readership WT. Interested freshmen are invited to write an essay exploring the ethical responsibilities we assume as educated world citizens to those suffering from cruelty and exploitation. Winning writers will earn a trip to Honduras and upon return to WT will serve as WT Readership Ambassadors.

Essay Contest Guidelines:

- You must be an incoming, first-time WT student in the Freshman Class of 2011
- Essay must be 1000-1500 words in length; thoughtful, well-crafted, and error free.
- You may seek writing assistance from the University Writing Center, from an advisor, or from another WT faculty or staff member.

Submission Guidelines:

Submit your essay as an email attachment formatted as an MSWord document file. Your name should **not** appear on the essay. Include your name, the title of your essay, and your complete contact information, including your WT student email address within the body of the email to:
readershipwt@wtamu.edu

DEADLINE: September 19, 2011 – 5:00 p.m.

Winning essays will be chosen for their thoughtful, well-written discussion of the ethical responsibility of an educated member of the world community. Confirmation of receipt will be sent via email. Essays will be judged by a committee of faculty, staff, and students. Semi-finalists will be announced during Fall 2011 Convocation; finalists will be notified by the end of October. As you begin your reading and writing, consider the following:

For the past several years WT has chosen books for its Readership program that reflect the struggle and commitment of individuals from around the world. Elie Wiesel (*Night*, 2007 WT Selection) warns us that "to remain silent and indifferent is the greatest sin of all." Khaled Hosseini (*A Thousand Splendid Suns*, 2009 WT Selection) works through his nonprofit organization to provide "humanitarian assistance to the people of Afghanistan to help alleviate suffering and build healthy communities." Somaly Mam (*The Road of Lost Innocence*, 2010 WT Selection) envisions a "world where women and children are safe from slavery." Kelsey Timmerman (*Where Am I Wearing?* 2011 WT Selection) asks us to think about the —hundreds—if not thousands—of people around the world who had a hand in making|| the clothes we wear. Must we then, not ask ourselves--what is our ethical responsibility for the inhumane actions of others if we say or do nothing to stop them? Can we turn our eyes away from horrendous conditions without then being somehow complicit in those conditions? As educated citizens of a new millennium, what accountability must we accept? What changes can we effect? What ethical responsibilities do we have to our world community?