

Syllabus

HNRS 2171 Honors Freshman Seminar

Dr. Pamela Lockwood

Fall 2013

Contact Information and Office Hours

Instructor: Dr. Pamela Lockwood/ Director of Attebury Honors Program/ Professor of Mathematics

Email: plockwood@wtamu.edu

Office: CC 417C

Office Phone: 806-651-2536 or cell phone 806-786-3498

Office Hours: Monday and Wednesday 9:00 AM to 11:00 AM, Tuesday and Thursday 1:30 to 2:30, or by appointment.

Texts and Other Materials

Required Texts:

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

Hendley, D. (2012). *Wine to Water*. New York: Avery Publishers.

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

Course Description

This course is designed to help students make the most out of their honors college experience, create a sense of community among Honors students, and prepare students for college life and beyond.

Objectives/Student Learning Outcomes

Through classroom presentations and discussions, group discussions and activities, and assignments inside and outside of class, students will:

1. better understand the support and opportunities WT has to offer
2. become aware of opportunities for academic enrichment such as study abroad and internships
3. began preparing for career and/or post-graduate studies
4. become more engaged with fellow Honors students, faculty, and the university community
5. gain an appreciation of different perspectives

6. have opportunities for personal development and reflection
7. be able to complete a well designed research project
8. be able to effectively create and present a conference poster

Course Requirements and Evaluation

Assignments	Point Values
<i>The Heart and the Fist</i> Paper	100
Resume	50
Career Interview Reflection	50
Attendance	100
Research topics	20
RQ or Hypothesis	30
Abstract #1	50
Abstract #2 & #3	100
1 st draft of Research Paper	100
Research Paper Conference Poster	100
Completed Paper	100
Total Points	800

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.

Explanation of Class Assignments

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. 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. 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. Lockwood will review these abstracts, presumably requiring fewer rewrites as you have learned from your earlier experience. Point value on this assignment is 100.

Research 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 Dr. Lockwood’s review of your draft. Point value on this assignment is 100.

Paper on the Common Reader: Write an essay exploring your reactions and reflections upon reading *Wine to Water*. 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.

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.

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. Lockwood, career services, or someone in your major can help.

1. How did they end up in this field?
2. What kind of education do/did they receive?
3. What are their achievements?
4. What education must you receive to begin in this career?
5. What learned skills must you have?
6. What is your interest in this field?
7. What are the aptitudes (talents) you should possess to do well in the career?
8. What things would they recommend you do to be a competitive?
9. How much education do you need to reach this goal?
10. What advice would they give you to meet your goal?

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?

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. Lockwood.

Poster for Honors Mini-Conference: 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.

Policies and Responsibilities

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.

Cell phones

Leave your cell phone in your bag. I love mine too and I leave it at the office. If I see you texting in class I will respond for you.

Academic Integrity

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 [Code of Student Life](#)¹.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's 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.

ADA Statement

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](#)² (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; phone (806) 651-2335.

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.

Tentative Calendar of Readings, Topics

Table 1 - Tentative Calendar

Date	Topic/Assignment
Wednesday Aug. 28	Discussion of <i>Wine to Water</i> Essay contest. Research Topics due in class. Service Learning, Community Service, and Volunteerism Talking about choices for Service Learning. Small groups to talk about <i>Wine to Water</i>
Wednesday Sept. 4	Library/ Discussion of research projects/ Individual Research Focus on using the databases and finding research on your topics. Research paper discussion. WT Ambassadors who were essay winners from the previous years will talk about the essay contest and their experiences. Discussion of Common Reader and essay contest. Peer Mentors lead discussion groups.
Wednesday Sept. 11	Discussion about writing an abstract, researching and scholarly articles APA discussion. Research Question or Hypothesis due in class

Date	Topic/Assignment
Wednesday Sept. 18	<p>Papers due on <i>Wine to Water</i></p> <p>See essay contest guidelines at the end of the syllabus.</p> <p>Discussion of abstract writing and paper process. APA formatting.</p> <p>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.</p> <p>The <i>Wine to Water</i> essays must be submitted for the contest by September ?? @ 5:00 pm.</p>
Wednesday Sept. 25	<p>Abstract #1 due. Submitted to drop box via WTCLASS and turned in with original article in class.</p> <p>Dealing with stress: Peer mentors will discuss ways of managing stress, time management skills, and services at Career and Counseling Services.</p>
Wednesday Oct. 2	<p>Career reflection and discussion of careers. Creating effective resumes</p> <p>More information on research papers and feedback on Abstract #1.</p> <p>Peer Mentors and Graduate Assistant discuss.</p> <p>Convocation, Thursday, October 3rd at 5pm, First United Bank Center, Bring your Student ID</p>
Wednesday Oct. 9	<p>Feedback on Abstract #1. Discussion of Abstracts 2 & 3.</p> <p>Discussion of Career paper assignment.</p> <p>Majors and discussion of different careers.</p> <p><i>Freakonomics</i> Discussion. Bring books to class.</p>
Wednesday Oct. 16	<p>Abstracts 2 and 3 due. Turned into WTCLASS drop box and to Dr. Lockwood with original articles. What is the next step in the research paper process?</p> <p>Branding and presenting yourself.</p>
Wednesday Oct. 23	<p>Resume due in class. Discussion of Ethics and Culture.</p> <p>Contexts and being an educated citizen.</p>
Wednesday Oct. 30	<p>1st Draft of Completed Research Papers submitted via Turnitin on WTCLASS.</p> <p>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</p>
Wednesday Nov. 6	<p>Senior Capstone projects and continuing in honors</p> <p>What now? Discussion of work after college, graduate school and internships</p>

Date	Topic/Assignment
	Preparing poster presentations for Honors Mini-Conference. Career interview reflections due
Wednesday Nov. 13	Final drafts of Research Papers Due. Discussion of Mini-Conference and presenting at a conference Preparing poster presentation for Honors Mini-Conference. Poster Work Session in honors space. Food provided as well as some supplies. You need your own posterboard.
Wednesday Nov. 20	Research Paper Poster Presentations for Honors Mini-Conference 2:30 – 3:20. Bring a copy of your paper to set by your poster.
Wednesday Dec. 4	Research Paper Poster Presentations for Honors Mini-Conference 2:30 – 3:20. Bring a copy of your paper to set by your poster. Last day of Classes
Friday Dec. 6 th 1:00 pm	Final Exam Period 1:00 – 2:00 Class Survey and Reflection

¹ <http://www.wtamu.edu/webres/File/Student%20Life/Web-2012-2013-Code-of-Student-Life.pdf>

² <http://www.wtamu.edu/student-support/disability-services.aspx>