

# Gateway to University Honors (HNRS1010)

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## Instructor Information

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Office hours: available by appointment via Starfish

**Class meets from 3:35-4:30pm on Tuesdays in 808 Swift Hall**

## Course Introduction

**The vision of the University Honors Program includes our hope that students are transformed through their University Honors experience.** University Honors is committed to helping students maximize their educational opportunities at UC while discovering and pursuing their passions in life and using their gifts and talents to make meaningful contributions to society.

Gateway to University Honors will provide students with the opportunity to understand what it means to be a member of the University Honors Program and the requirements and benefits of their participation. Additionally, students will learn how to deepen their learning through reflection. Each student will complete the honors program in a slightly different way. Thus, this course will help you begin to conceptualize how you will become transformed through your honors experiences.

This course is interactive and relies heavily on student participation. Class sessions involve discussion, peer groups, hands-on activities, speakers, and other methods of learning. Students will have many opportunities to share their ideas and gain feedback from peers, upper-class honors students, and instructors.

## Course Learning Objectives

Through a series of activities, assignments, and discussions, students who actively participate in this course will:

- Understand the requirements and benefits of participation in the University Honors Program
- Evaluate personal goals and interests related to the four University Honors Program thematic areas
- Explore the value of reflection and engage in the reflection process to deepen their learning
- Develop relationships with members of the University Honors Program community

## Texts/Materials

Over the course of the semester, you will create a text book by collecting handouts from your instructor and guest speakers. **You must purchase a binder to organize the handouts which will make up your text book. You must bring your binder to every class.** Failure to do so will result in a loss of participation points.

## Seminar Expectations

### Attendance & Participation

Attendance is a mandatory part of success in any college class; thus, students will receive points for their attendance and participation in this course. Simply showing up to class will not be enough to constitute full credit for attendance. Students are expected to participate actively in all class discussions and activities in order to earn the full points for each class. In the case of an absence, students are expected to contact the instructor before the class period (or soon thereafter in case of emergencies). Excused absences will be

granted only in extreme circumstances, and the burden of making up for missed information will lie solely with the student.

**Cell phones, tablets, and/or laptops are not to be used during class unless otherwise noted by the instructor.** Typically, class discussion and activities do not require the use of electronic devices. Any student using one of these devices during class will forfeit his/her participation points for that day.

### Late Work

Assignments are considered late if they are not turned in by the beginning of the class period the assignment is due. Late work can be turned in for partial credit. Students will lose 10% of the possible points for each day that the assignment is late. **All assignments must be completed to earn credit for this class.**

### Academic Misconduct

Academic misconduct, including plagiarism, will be dealt with according to University rules and the Student Code of Conduct. See the Student Code of Conduct at [http://www.uc.edu/conduct/Code\\_of\\_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html).

### Special Needs Policy

If you have a disability (visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability) which may influence your performance in this course, you need to work with the Disability Services Office to arrange for reasonable accommodations to ensure an equal opportunity to meet all of the requirements of this course. You will need to complete an Accommodation Form and present this form to the instructors as soon as possible to ensure that your accommodation needs are addressed.

### Assignments

The following descriptions provide an overview of the assignments you will complete throughout the course of this seminar. Your instructor will provide more details prior to the assignment due date. Please consult with your instructor if you have any questions about the requirements of an assignment. All assignments are due at the beginning of a class period.

#### Significant Event Lifeline (Due: September 10)

This assignment will help you begin to understand the reflective process and connect with your peers. You will reflect on 6 significant experiences/events that have taken place in your life. Choose experiences that have pushed you to grow and/or helped you learn about yourself. The experiences can be big or small—sometimes a brief conversation or a quick encounter can mean more than the events that are deemed significant by others. As you reflect on your experiences, ask yourself the following questions: Why was this experience significant? How did this experience shape, influence, or change me? What did I learn as a result of this experience? Bring a hard copy of your completed assignment to class.

- Points possible – 20 points

#### Develop a Learning Portfolio (Due: September 17)

Students in the University Honors Program are required to create and maintain a learning portfolio. The development of a learning portfolio provides a space for you to reflect on your experiences to deepen your learning. **Submission of a learning portfolio is a requisite to graduate from the University Honors Program.**

You will choose a platform for your learning portfolio and then develop an author page. This is an important part of any learning portfolio, blog, or website because it introduces you to your audience. This page should provide an overview of who you are, what you like to do and learn, and your accomplishments.

This is also a great place for you to outline your collegiate goals. If you need inspiration, visit your favorite blogs or books and see what types of things an author shares in a biography.

In addition to your author page, you are required to create a page for Gateway. Throughout the semester, you will upload several of your assignments to your learning portfolio as a way to turn them in for review.

- Points possible – 20 points

### **This I Believe Statement (Due: October 1)**

The purpose of this assignment is for you to explore your beliefs and values. By taking the time to explore your beliefs, you have the opportunity to isolate what is most important to you and develop a vision of what you want to accomplish during your time at the University of Cincinnati and beyond. As you begin to consider opportunities to develop into honors experiences, the University Honors Program staff encourages you to pursue experiences that align with your beliefs.

You will compose a 350-500 word personal credo that distills your unique approach to life into a short statement. For this exercise to be meaningful, you must make it wholly your own. This short statement isn't all you believe; it's a way to introduce others to things you value. You may decide to focus on commitments to family, service, political action, or the arts. As you look for a focus, try to find something that helps others understand your past, present, and future choices. Upload your This I Believe statement to your learning portfolio with a brief summary that provides context for the essay.

- Points possible – 20 points

### **Mandatory First Year Honors Advising Appointment (Due: By Wednesday, November 20)**

All members of the University Honors Program are required to meet with their honors advisor at least once per year. While these meetings may look different from year-to-year, your first year advising appointment is an opportunity for you to meet your honors advisor, discuss your goals and interests, and brainstorm ways to complete your honors experiences. Sign up for your 30 minute individual advising via Starfish. The meetings will take place **October 1 – November 20**, and you must turn in your completed worksheet with your advisor's signature by the date listed on the syllabus to earn full credit.

Note: This is not your required college advising appointment; the focus is not course selection/registration.

- Points possible – 60 points

### **Self-Designed Experiential Learning Proposal (Due: November 26)**

The purpose of this assignment is for you to become familiar with the criteria for self-designed experiential learning projects and the proposal process. You will consider the four thematic areas and choose a topic around which to develop a hypothetical project. You will then write a sample proposal for your project. (Students have the option to revise their sample proposal and submit it for formal review).

NOTE: Honors Seminars and Pre-Approved Experiences are not self-designed experiential learning projects.

- Points possible – 60 points

### **Final Presentation (Due: November 26 & December 3)**

The final presentation is an opportunity for you to reflect holistically on your experience since beginning college and to articulate what you've learned as a result of your experiences. Through Gateway to University Honors, you have spent time reflecting on your past experiences, articulating your beliefs, and considering new opportunities. You've navigated many transitions, challenges, and experiences. Thus, your final presentation should be a reflection on the ways you've developed since beginning your college career. Your presentation must answer the three basic reflective questions: What? So What? Now What?

You will post your presentation to your learning portfolio. Then, you will share this portion of your learning portfolio with your peers through a brief 3-4 minute presentation on the date listed in your syllabus.

- Points possible – 60 points

## Grading

Significant Event Lifeline	20 points
Develop a learning portfolio with an author and gateway page	20 points
This I Believe statement	20 points
Mandatory first year honors advising appointment	60 points
Self-designed experiential learning proposal	60 points
Final presentation	60 points
Attendance and participation (5 points per class)	60 points
Points Possible	300 points

A	282-300 points
A-	270-281 points
B+	261-269 points
B	252-260 points
B-	240-251 points
C+	231-239 points
C	222-230 points
C-	210-221 points

**Students must complete all assignments and earn a C- or better to remain a member of the University Honors Program. Students who receive below a C- will be removed from the program.**

Week	Date	Theme(s)	Assignment Due
1	August 27	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review course syllabus &amp; establish course expectations</li> <li>• UHP requirements and benefits</li> <li>• Establish peer groups</li> </ul>	
2	September 3	<b>NO CLASS</b> ; work on assignments due next week	
3	September 10	<ul style="list-style-type: none"> <li>• UHP requirement quiz</li> <li>• Share significant event lifelines in peer groups</li> <li>• Discuss UHP resources</li> <li>• Introduce learning portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Review requirements in preparation for the quiz</li> <li>• Bring hard copy of significant event lifeline to class</li> <li>• Bring laptop to class</li> <li>• Purchase a binder and bring to class</li> </ul>
4	September 17	<ul style="list-style-type: none"> <li>• Academic advising and preparation for priority registration; introduce Starfish</li> <li>• Honors mandatory advising</li> <li>• Models of reflection and reflective writing</li> <li>• Introduce This I Believe homework</li> </ul>	<ul style="list-style-type: none"> <li>• Learning portfolio with about me and page for Gateway; paste URL into UHP database</li> </ul>
5	September 24	<ul style="list-style-type: none"> <li>• Beliefs and values</li> <li>• This I Believe: Effective reflective writing</li> </ul>	<ul style="list-style-type: none"> <li>• Read sample This I Believe statements and bring completed worksheet to class</li> </ul>
6	October 1	<ul style="list-style-type: none"> <li>• Putting beliefs in action: three types of honors experiences</li> <li>• Upper-class student presentations: choosing and/or developing experiences that align with</li> </ul>	<ul style="list-style-type: none"> <li>• Upload This I Believe statement to your learning portfolio</li> </ul>

		beliefs, values, and goals	
7	October 8	<b>NO CLASS</b>	
8	October 15	<ul style="list-style-type: none"> <li>Exploring opportunities within the leadership and global studies thematic areas</li> </ul>	
9	October 22	<ul style="list-style-type: none"> <li>Exploring opportunities within the research &amp; creative arts thematic area</li> </ul>	
10	October 29	<ul style="list-style-type: none"> <li>Exploring opportunities within the community engagement thematic area</li> <li>Alternative ways to reflect</li> <li>Introduce final presentation guidelines</li> </ul>	
11	November 5	<b>NO CLASS</b>	
12	November 12	<ul style="list-style-type: none"> <li>Introduce self-designed proposal process</li> <li>Rubric for evaluating proposals &amp; review cycles</li> <li>Honors grants</li> <li>Work with upper class students to complete self-designed proposal worksheet</li> </ul>	
13	November 19	<ul style="list-style-type: none"> <li>Nationally competitive awards</li> <li>Documenting completed experiences in your learning portfolio</li> <li>Year in review</li> <li>Process for submitting proposals and reflective essays</li> </ul>	<ul style="list-style-type: none"> <li>Self-designed worksheet</li> </ul>
14	November 26	<ul style="list-style-type: none"> <li>Logistical how-to guide &amp; next steps</li> <li>Final presentations</li> </ul>	<ul style="list-style-type: none"> <li>Upload self-designed proposal to your learning portfolio</li> <li>Upload your final presentation to your learning portfolio and be prepared to present</li> </ul>
14	December 3	<ul style="list-style-type: none"> <li>Final presentations</li> </ul>	<ul style="list-style-type: none"> <li>Complete the course evaluation sent to your UC e-mail by Tricia Yee</li> </ul>

**\*\*Schedule subject to change at the discretion of the instructor.**

<b>Important Dates, Deadlines &amp; Events</b>	
August 26 – September 1	Add open classes to your schedule without a signature
August 26	UHA (University Honors Association) first meeting; 6:30 PM in 544 Baldwin
August 28	UHP Fall Open House; 1-3:30 PM in 700 Swift Hall
September 6	Application deadline for spring semester honors seminars with travel
September 6	Red & Black Bash; 8 PM at Sigma Sigma Commons – free annual concert for all UC students
September 9	Last day to drop a class without an entry on academic record
October 7 and 8	UC Reading Days
October 10 and 11	Priority registration for UHP students; first year students will register on October 11. Some students are required to meet with their college academic advisor prior to registration. Please verify whether this is a requirement for you prior to this date.
October 13	Battle for the Bat: students vs. administration softball game; 3 PM, Marge Schott Stadium
October 18	UHP Homecoming Cookout; 3-6 PM in Schneider Quad
Week of October 21	Student info sessions for the Biomedical Research Mentoring Program: honors advisor, Kayti Kennard, will host info sessions to encourage student interest and explain the process of how to get involved.
October 30	Biomedical Research Mentoring Program Meet & Greet: meet potential research mentors. This event will take place in the Honors Lounge (700 Swift).
November 1	Last day to withdraw from classes
November 1	Application deadline for LeaderShape: an intensive, 6 day nationally renowned leadership institute designed to help student create a comprehensive, powerful vision for the future. The experience takes place in West Harrison, IN from December 14-19.
December 9	Deadline for first year students to submit self-designed experiential learning projects for review through the UHP database. Only submit projects that will take place before the end of January.
December 9 – 13	Finals week
December 14 – 19	LeaderShape
December 16	Application deadline for WorkFest: an intensive, 1 week pre-approved experiential learning service project which involves working with the Christian Appalachian Project to build and/or rehab homes for underserved residents. The experience takes place in rural Appalachia over spring break.
January 13	Application deadline for Making Wishes Come True: an intensive, 1 week pre-approved experiential learning service project which provides students the opportunity to learn more about The Make-A-Wish Foundation and Give Kids the World. The experience takes place in Kissimmee, FL from April 25 – May 2.