

HNRS-111: Portfolio Seminar I

Fall 2024

Professor Contact Info:

Name: Dr. Maggie
Office: Trexler Hall 270B
Student hours: Tues 10AM – Noon, Wed 2:30PM – 4:30PM
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Peer Mentor Contact Info:

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Class meeting time and location: Monday 4:00 – 5:00 PM, Trexler Hall 374

Course Description

Honors 111, Honors Portfolio Seminar I, is a ¼-unit required course for all first year Honors students at Roanoke College. The course is designed to integrate you into the life of the Honors Program and the College, introduce you to the Honors Portfolio, and help you identify and engage in activities that will support your academic, personal, and professional goals.

This course expects you to spend at least three hours of work each week inside and outside of class.

Intended Learning Outcomes

By the end of HNRS 111 and HNRS 112, students will be able to:

1. Understand the requirements and components of the academic program at Roanoke.
2. Begin to articulate their personal, academic, and professional goals
3. Develop short-term and long-term plans to achieve these goals
4. Identify and engage in appropriate and meaningful service and co-curricular opportunities.
5. Recognize and articulate how these opportunities connect with their goals.
6. Identify and utilize campus resources.

Attendance

Class attendance is mandatory. In case of extreme circumstances such as medical or family emergency, discuss the situation with me before class. Students are personally responsible for obtaining any materials or information covered if they miss a class. Any student with more than one unexcused absence may be dropped from the course.

If you are sick but are allowed to attend class, please wear a mask. If you are sick and are NOT allowed to come to class, please steer clear. You can make up any work from class – but be sure to let me know as soon as you can that you are unable to attend class. In either case, please go to Health Services to get prompt care and advice.

Texts

Readings will be distributed via email or online. Many of your readings for HNRS 111 this term have been suggested by previous Honors students. Enjoy!

On Inclusion: I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible

differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Tentative Course Schedule (Any changes will be announced by email.)

Note: Class sessions marked with a “*” will meet all together (all groups) in Trexler 372. Weekly reminders will be sent on the proceeding Friday.

Date	Topic	Detail and activities	Assignments Due	Resources
9/2	Introduction	Wrapping up Orientation Setting Goals for the Term	Do the reading before class!	Syllabus Reading Posted on Inquire
9/9*	AI ² (Academic Integrity and Artificial Intelligence)	Managing time, seeking assistance, artificial intelligence and its uses		
9/16*	Service and co-curricular activities	Presentation about opportunities for service then breakout to discuss other co-curricular options		
9/23*	Balance and Prioritization	Presentation by about wellness and stress relief	<i>Brief plan for service and co-curricular activities due</i>	Resources posted on Inquire
9/30*	Honors e-Portfolio and Reflection	Discuss purpose and structure of e-Portfolio Writing strong Honors reflections (DEAL)	Bring Laptop to Class	Portfolio articles (online) Ash and Clayton: <i>DEAL Model</i>
10/7	NO CLASS Stress Relief Week!		<i>Submit Draft Reflection to ePortfolio</i>	
10/14	NO CLASS Fall Break!			
10/21	The Honors Outlook, Nuts and bolts of pre-reg	Choosing spring classes (!), revisit college and Honors requirements, looking ahead		Online registration resources
10/28	Your Honors Roadmap	Post-Midterm check-in, Reflection Review, and Overview of Roadmap assignment	<i>Bring updated Cocurricular Reflection to class</i> Do reading before class!	Readings on inquire
11/4	NO CLASS	Individual pre-registration advising meetings this week	<i>Submit Final Cocurricular Reflection to ePortfolio</i>	

11/11*	Liberal arts at Roanoke College	Discuss RC mission, vision, purpose, and history and purpose of a Liberal Arts education Guest speaker: Vice President and Dean of the College Kathy Wolfe		"Freedom with Purpose," AAC&U Statement on Liberal Learning
11/18*	Managing the end-of-term crunch	End of semester and final exams: tips for finishing strong (from your Honors peers!)		
11/25	NO CLASS	Individual Roadmap advising meetings this week.	<i>Roadmap assignment due 11/25</i> <i>Upload to ePortfolio</i>	
12/2	Presentations, Evaluation and Looking ahead	3-minute presentations on meaningful co-curricular/service activities, course reflection, preview of Hrs 112	<i>Activities reflection paper due 12/6</i> Upload to ePortfolio	All e-Portfolio materials should be posted by Friday, 12/6.

Notes: You will also meet with your peer mentor approximately 3 times outside of class this semester:

1. Between 9/16 and 9/29 to set up your Honors ePortfolio
2. Right after Fall Break to learn about self-service and how it helps with registering for classes
3. Some other time during the semester to see how they can help you individually

Co-Curricular Requirements

You are required to participate in a minimum of 25 hours of co-curricular and service activities, with at least 5 of these hours in service (round to the nearest quarter hour for purposes of counting hours). All service and co-curricular activities should be logged in the appropriate page of your e-Portfolio, with a 3-4 sentence explanation of each experience you log (a bit longer if the experience spans multiple hours). Please pay careful attention to the "Guidelines for Co-curricular Activities" document embedded within the e-Portfolio page. Specific opportunities will be also circulated by email and presented in class.

Note: Some other courses and programs on campus require co-curricular hours and experiences. You are welcome to count one experience for two programs (e.g. a science speaker for both Honors and EPIC credit in Chemistry), so long as you have permission from the other instructor/coordinator to do so.

Writing Assignments

Several writing assignments are required for this class. Some of these will help you assess your interests and abilities, identify and articulate your goals and values, and create a personal strategic plan for your college career. You will also identify connections between the Liberal Learning Goals and your courses.

- *Co-curricular Reflection:* While each co-curricular event/experience you attend requires a brief annotation in your e-Portfolio log, for one of the activities, you will write a longer and deeper reflection (~2 pages) on the event's influence on your own path. Full instructions for this reflection are located in the "DEAL Model Guidelines" link on your e-Portfolio's "Reflections" page. The assignment will be scaffolded over the semester, with a preliminary draft due before fall break. The final reflection should be posted in your e-Portfolio, and I may request a paper copy to facilitate feedback.

- *Roadmap Assignment:* Throughout HNRS111 and HNRS112, you will write a 5-7 page reflection on your values, goals and personal strategic plan (your “Roadmap,” described via link on the Roadmap page in your e-Portfolio). In HNRS111, we will begin the process by creating a document that elaborates on your values and goals. We will continue our discussion in the spring by developing a strategic plan. A draft of this document will be due the week after Thanksgiving Break with the final document due on the last week of class. More information and a prompt for each section can be found on your ePortfolio.
- *Final Activities Reflection Paper:* In 2-3 pages, respond to the following prompt: Your new Honors Roadmap has given you an opportunity to reflect on your past experiences as you contemplate future goals and strategies. For your first Honors activities reflection, we’d like you to think about how you’ve changed as a student and as a person during your first term at RC. How have you changed, and what roles have your co-curricular experiences played in facilitating that change? Possible discussion topics could include discussion of fixed vs. growth mindset and/or your individual learning style as reflected in your co-curricular work, how co-curricular experiences have led you to new life goals, or perhaps to broader changes such as redefining your vision of what it means to be successful. In your reflection, strive for nuance and depth of explanation (as opposed to a list of activities). We don’t expect that every co-curricular activity has been life-changing for you. Instead, we want you to show strong contemplation of the role of a few experiences in the midst of an overall life change (the college transition).

Participation: This course is run on a seminar basis. Students are expected to engage actively with their classmates and instructor around the topic at hand. In addition to your regular sessions, you will have three individual or small group meetings with your New Student Mentor throughout the semester. Attendance at these meetings, to be scheduled in consultation with your mentor, is required for progress in this course.

Grades: HNRS 111 is the first course in a four-semester sequence that is graded on a **pass/fail basis**. A passing grade requires satisfactory completion of all course requirements, including co-curricular and service activities, writing assignments, and attendance and participation. Students who do not receive a passing grade will be evaluated by the Honors Director and may be dismissed from the Honors Program.

Academic Integrity: *You are expected to follow the academic integrity policies of Roanoke College. Specifically, anything you submit to me must be your work and your work alone. It must also be an honest account of your participation. Remember that lying to your academic advisor (orally or in writing, such as your Activities Log) constitutes a violation of academic integrity and will be reported.*

Artificial Intelligence: *The assignments in the course focus on deep personal reflection; therefore, you are not to use using Artificial Intelligence (AI) tools to create text in your work (assignments, activities, responses, etc). Any work submitted using AI tools will be treated as though it was plagiarized. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.*

Course Modification: The syllabus serves as a course guideline and is subject to revision. We may need to make changes as the semester progresses. All changes will be announced in advance.

Accessible Education Services (AES) is located in the Goode-Pasfield Center for Learning and Teaching in **Fintel Library**. AES provides reasonable accommodations to students with documented disabilities. To register for services, students must self-identify to AES, complete the registration process, and provide current documentation of a disability along with recommendations from the qualified specialist. Please

contact Dustin Persinger, Assistant Director of Academic Services for Accessible Education, at 540-375-2247 or by e-mail at aes@roanoke.edu to schedule an appointment. If you have registered with AES in the past and would like to receive academic accommodations for this semester, please contact Dustin Persinger at your earliest convenience to schedule an appointment and/or obtain your accommodation letter for the current semester.

The Writing Center @ Roanoke College, located on the Lower Level of Fintel Library (Room 15), offers free tutorials focused on writing projects and oral presentations for students working in any field. Writers and presenters at all levels of competence may visit the Writing Center at any point in their process—including brainstorming, drafting, organizing, editing, or polishing presentation skills—to talk with trained peer tutors in informal, one-on-one sessions. The Writing Center is open Sunday through Thursday from 4 to 9 PM. Simply stop in, or schedule an appointment at www.roanoke.edu/writingcenter. Questions? Email writingcenter@roanoke.edu or call 540-375-4949.

Student Health & Counseling Services supports students through in-person health appointments, in-person counseling, 24/7 telehealth (TimelyCare), Therapy Assistance Online, as well as resources related to general wellness, LGBTQ+, sexual assault, substance abuse, and suicide prevention. Unmet health needs can negatively impact your performance in this course. Student Health & Counseling Services can help. Please see <https://www.roanoke.edu/shcs> for more information and to access services.