

HONS 100: Beyond George Street (Fall 2020)

Meets: T at one of the following times - 9:25, 10:50, 12:15, 1:40, 3:05

or

R at one of the following times - 9:25, 10:50, 12:15, or 1:40

Check your schedule for the section number and meeting time/location

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Office Hours: By appointment only.

Course Description:

Honors students arrive on campus with immense energy and potential, and with a proven readiness to pursue personal and professional growth. All this energy and potential requires a network of powerful connections and a flexible framework that can help students not only articulate their most compelling ideas, goals, and ambitions, but help them transform their ideas into action, their goals into accomplishments, and their ambitions into evidence. In the Honors College, we power this transformation in multiple ways, but it all starts with the Honors First-Year Experience Course—Beyond George Street (HONS 100).

BGS is a series of Keynotes and Synthesis Seminars led by the Honors faculty team. It is offered exclusively to first-year Honors students to provide a dynamic, interdisciplinary introduction to the life of a scholar-citizen. Our goal is to empower students to take control of their college careers by equipping them with the tools and knowledge they need to succeed, and by leading them towards rich opportunities for academic, campus, and community engagement. Students will discuss topics and experience events of broad intellectual and practical import as they meet outstanding faculty from across campus and discover the many opportunities and resources available to them at the College of Charleston and beyond. In addition to attending their BGS

classes, students will partner with a broad coalition of academic and community leaders to participate in a large-scale community engagement project called Honors Engaged. Through a series of reflective exercises and specific writing tasks, students will formulate their ideas and strategies regarding potential majors, career paths, and life goals. This work will culminate in a final portfolio of crucial documents and representative work that students will continue to develop throughout their college careers. Offering students the opportunity to bond as a living-learning community through collaborative assignments, small-group discussion, and meaningful community engagement, BGS seeks to be a stimulating, practical, and compelling introduction to life in the Honors College. What does it mean to get beyond George Street—that avenue running through the center of campus? It means moving from the classroom to independent research; from campus out into the community; from home to the international stage; from where and who you are now, to where and who you want to be next week, next month, next year, and in the decade ahead.

Course Materials and Supplies:

By nature, our course is non-traditional, and our course materials reflect that. There is a \$12 charge to complete a required Clifton Strengths Assessment, but there are no other required books. All students should be prepared to access linked resources and reading materials on the internet and may choose to print these materials at their own expense. **Each week you will be asked to use freely available online resources linked on our course blog site** (<http://blogs.cofc.edu/bgs/>) and others related to professional development, such as LinkedIn. In addition, we recommend purchasing an Honors College binder from the College of Charleston Barnes and Noble bookstore. These can be found as “recommended texts” for our assigned course number (HONS 100), and are extremely useful in managing the print version of the portfolio you will create in this course.

As of the start of *fall semester 2020*, **College of Charleston is implementing a laptop requirement policy** for all students, which means that all students **must have regular access to a laptop**. More information about the laptop requirement and other technologies to support your learning can be found at <https://go.cofc.edu/laptop>.

Course Requirements and Graded Work:

Class Engagement and Attendance (25%): Participation in all aspects of class is essential. You are expected to actively engage in class activities, to contribute meaningfully to discussions, and to display dedication and earnest effort in exploring the class topics and tasks. This is simply what honors students do. Your PF will address any shortcoming in this area with you personally either over e-mail or during one of your consultation meetings. If you fail to address concerns regarding engagement that your PF or one of the faculty members brings up with you, your grade will be lowered incrementally: from an A to an A-, for example, or from a B- to a C+. Please keep in mind that attending class (virtual or in person) is an aspect of being engaged. Provided there is reasonable communication from individuals, we will be flexible and accommodating in cases where excessive absence is due to unavoidable issues involving COVID-19, personal health, religious participation, or family crises.

Individual Consultations: (10%) In addition to regular class sessions, you will be required to attend four additional meetings outside of regular class sessions with your peer facilitator

throughout the semester. While each session will have a particular purpose, there will be ample time to address broader concerns and just to simply with your peer facilitator one-on-one. These sessions may be conducted in-person or online at your peer facilitator's discretion and with health and safety in mind. Please remember to respect your peer facilitator's time as if it were your own. All you must do to earn a good grade on this is arrive on time and ready to chat.

Portfolio (50%): Throughout the semester you will create a portfolio that will represent your accomplishments across your college career. Because the portfolio is a semester-long project, it will go through several revisions in response to peer edits, in-class workshops, outside input from Academic Writing instructors and Writing Lab staff, and feedback from PFs and class leaders. Your portfolio will include the following documents:

- **PACE Navigator:** This document, a comprehensive planning tool that you will use throughout your time in the Honors College, allows you to chart out your individual academic plan in addition to noting professional and community engagement plans. We will spend time in class discussing the best methods for long- and short-term planning on the navigator, and this is a document that you should always bring with you to your advising appointments.
- **Honors Engaged**
 - **Honors Engaged Proposal**
 - **Honors Engaged Final Reflection**
- **Professional Documents:**
 - **Resume:** This is a standard professional document that captures your academic, professional, and community achievements to date.
 - **The Self-Reflective Narrative**
- **Reflections:** Completed before or in class.

Honors Engaged (15%): Honors Engaged is the umbrella first-year community engagement program in which all first-year students participate. Through Honors Engaged, you will learn about best practices in community engagement and receive site-specific training to gain the skills necessary to carry out your service role. Informal discussion of your Honors Engaged experience and related community engagement concepts will unfold across the semester. Your Honors Engaged grade will be based on your consistent and earnest participation with your Direct Service community partner or within your Deliberative Democracy track, the quality of your formal proposal, and the completion of your midterm self-assessment. See the Honors Engaged website for more details.

Statement about Laptops and Phones:

Since we will provide very few hard copies of handouts and because we will need to continue practicing social distancing in the classroom, we encourage you to bring your laptops or tablets to class. Please note: this is not an invitation to access any other websites, read email, check Facebook, or do any work not related to work we're doing in class on any given day. Additionally, please use professionalism regarding the use of cell phones; get into the practice of turning off your phones and putting them away before each class begins. Students who do not abide by these expectations jeopardize their Class Engagement grades.

It's unprofessional to conduct business on your phone during class, whether in person or online, so start training yourself to turn phones off and put them away before each class.

Cougar Pledge

We want to encourage you all to take the pledge for yourselves and share the information with your friends and family. This pledge was written by various student leaders for the campus community. The #CougarPledge covers the expected behaviors and practices that people across our campus—students, faculty, and staff—are expected to follow in order to keep our campus healthy. Link to the pledge: <https://go.cofc.edu/CougarPledge>

Honor Code and Academic Integrity:

The Honor Code of the College of Charleston specifically forbids:

1. Lying: knowingly furnishing false information, orally or in writing, including but not limited to deceit or efforts to deceive relating to academic work, to information legitimately sought by an official or employee of the College, and to testimony before individuals authorized to inquire or investigate conduct; lying also includes the fraudulent use of identification cards and fabrication of data, endnotes, footnotes and other information related to academic work.
2. Cheating: the actual giving or receiving of unauthorized, dishonest assistance that might give one student an unfair advantage over another in the performance of any assigned, graded academic work, inside or outside of the classroom, and by any means whatsoever, including but not limited to fraud, duress, deception, theft, talking, making signs, gestures, copying, electronic messaging, photography, unauthorized reuse of previously graded work, unauthorized dual submission, unauthorized collaboration and unauthorized use or possession of study aids, memoranda, books, data, or other information. The term cheating includes engaging in any behavior related to graded academic work specifically prohibited by an instructor in the course syllabus or class discussion.
3. Attempted cheating: a willful act designed to accomplish cheating, but falling short of that goal.
4. Stealing: the unauthorized taking or appropriating of property from the College or from another member of the college community. Note also that stealing includes unauthorized copying of and unauthorized access to computer software.
5. Attempted stealing: a willful act designed to accomplish stealing, but falling short of that goal.
6. Plagiarism:
 - 6.1. The verbatim repetition, without acknowledgement, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged in the text itself and/or in footnotes/endnotes.
 - 6.2. Borrowing without acknowledging the source.
 - 6.3. Paraphrasing the thoughts of another writer without acknowledgement.
 - 6.4. Allowing any other person or organization to prepare work which one then submits as his/her own.

Attempted cheating, attempted stealing, and the knowing possession of stolen property shall be subject to the same punishment as the other offenses. Because the potential penalties for an Honor Code violation are extremely serious, all students should be thoroughly familiar with the above definitions and their consequences.

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

Recording of Classes (via ZOOM):

Class sessions may be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

Accommodations for Students with Disabilities:

If you require academic accommodation due to a disability, please make Dr. Permenter and/or your Peer Facilitator aware of the fact in a confidential manner within the first week of class. The College will make reasonable accommodations for persons with documented disabilities. Should you have questions about disability services at the College of Charleston, please contact the Center for Disability Services at 843-953-1431, visit their physical location at Lightsey Center, Suite 104, or visit their website at <http://www.College of Charleston.edu/~cds/home.htm>.

Statement Regarding Inclement Weather and Campus Closures:

As Charlestonians, we live in a beautiful setting, which is also sometimes the site of severe weather. Rest assured, we are prepared to handle these situations. *If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide*

closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

Mental & Physical Wellbeing:

At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit <http://counseling.cofc.edu/cct/index.php>, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food & Housing Resources:

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

Shared FYE Learning Outcomes:

Learning Outcome 1: Engaging and Exploring Campus Resources

- By the completion of the Honors First-Year Experience, students will:
 - Understand how to identify and, when appropriate, use relevant academic resources and student support services at College of Charleston. These would include the Center for Student Learning, the Career Center, the Office of Nationally Competitive Awards, the Office of Undergraduate Research and Creative Activities, Counseling and Substance Abuse Services and other appropriate academic resources, student support services, and cultural resources.
 - This will be achieved by having students complete a Resource Engagement portion of an end-of-semester survey in which they identify three key resources and describe how they anticipate using them across their careers at College of Charleston.

Learning Outcome 2: Integrative Learning

- By the completion on the first-year, students will:
 - Understand the various elements of the Honors curriculum in concert with the learning / living environment as inspiring and enabling interdisciplinary connections as well as connections to non-academic activities including

community engagement, professional development, and extracurricular involvement.

- This will be achieved by having students build a final portfolio and e-portfolio that they will be encouraged to develop across their years at the College. The portfolio provides a venue for integrative learning by students as they draw connections not only between diverse courses, but between their coursework and their extra-curricular and professional endeavors.

Additional BGS Learning Objectives:

Learning Objective 3: Engaging

- **By the end of the course, students will:**
 - Understand the difference between volunteerism and sustained, informed community outreach.
 - Have the opportunity to participate in a sustained community outreach initiative that entails a progressive involvement with the Charleston community.
 - Be able to analyze service contexts in light of core principles related to asset based community development.

Learning Objective 4: Equipping

- By the end of the Honors First-Year Experience, students will:
 - Draft a set of professional documents, including a resume, a first-semester professional narrative, and a LinkedIn profile.
 - Create a professional, academic, and community engagement action plan that charts out their professional and academic goals over their four years at College of Charleston
 - Understand how to use College of Charleston resources related to professional development such as the Career Center.

Learning Objective 5: Reflective Empowerment

- By the end of the Honors First-Year Experience, students will:
 - Be able to reflect more clearly on their core values—both those they currently possess and those they might seek—leading to enhanced purpose-identification.
 - Be able to align those core values to the professional, personal, and academic goals they make, leading to increased goal-directedness and overall satisfaction with major life choices.
 - Understand the importance of gaining broad cultural proficiency that enables them to approach ideas and issues pertaining to world events, cultural identity, and academic debate from multiple perspectives with an understanding of the full diversity of human experience.

Schedule:

Week 1 (Aug. 24-28):	Welcome and Introductions
Week 2 (Aug. 31-Sep. 4):	Living and Working with Integrity
Week 3 (Sep. 7-11):	Justice and Democracy
Week 4 (Sep. 14-18):	Engaging Diverse Communities
Week 5 (Sep. 21-25):	Professional Communication
Week 6 (Sep. 28-Oct. 2):	Professional Development and the Living Resume
Week 7 (Oct. 5-9):	Undergraduate Research and Creative Affairs (URCA) Forum: An Introduction to Undergraduate Research with Dr. Beth Meyer-Bernstein
Week 8 (Oct. 12-16):	Academic and Extracurricular Planning
Week 9 (Oct. 19-23):	Study Abroad and Nationally Competitive Awards Forum with Dr. Jesslyn Collins-Frohlich
Week 10 (Oct. 26-30):	Freshman Advising Week
Week 11 (Nov. 2-6):	End of Semester Prep Work
Week 12 (Nov. 9-13):	Creating a Personal Narrative
Week 13 (Nov. 16-20):	Reflections and Expectations for Civic Engagement FINAL PORTFOLIOS DUE
Week 14 (Nov. 23-27):	No Classes – Thanksgiving Week
Week 15 (Nov. 30-Dec. 4):	Final Consultations and Course Reflections