

HON 100

First Year Seminar | Fall 2018



JMU established the Honors Program in 1961. In 2016, we became the Honors College.

What is this course about?

Students learn better when their college experiences are purposefully designed as coherent, integrated learning experiences in which courses and out of class experiences reinforce one another, and build on one another. HON 100 is a first step in the process of developing a shared vision for our place in society.

We will discuss our core values with one another, think about our collective and individual missions in life, develop our goals, define strategies to attain those goals, and figure out ways to measure and track our progress.

Discover Higher Learning

One of our most important activities will be to know our chosen university better. This course is designed to help you transition from high school to college and beyond.

College is not just something that happens to you. We want you to be highly involved in your own education. Your success does not happen instantaneously or by osmosis. It requires patience and intentional effort. Strive to integrate learning into your daily life.

Discover Our Community

JMU and the Shenandoah Valley have much to offer. It's likely you are here today because of what you observed on previous visits. We are going to ask you to discover as much as you can that will stretch you as a person. Take some educated risks. Hone your intercultural competencies. Engage in interdisciplinary learning. Look for opportunities for civic engagement in the Harrisonburg area.

Discover Honors

Our strength as a learning community is combining the liberal arts core with high-impact practices developed through undergraduate research, internships and service, global learning, and collaboration. The Honors College values academic competence, critical thinking, leadership and teamwork, self-reliance, aesthetic understanding and creativity, transferable skills, civic responsibility, and an irresistible thirst for knowledge and wisdom.

In short, we aspire for more. We expect you to become educated and enlightened citizens who are dedicated to meaningful, lifelong learning.

What attitudes, competencies, & habits of mind should we strive for?

It is fortunate that there is no single yardstick for measuring success in college. Our shared goal is to make progress toward academic and intellectual competence, establish new relationships while maintaining old friendships, develop civic responsibility, and raise our awareness and understanding of diversity in a complex world.

Together, we will examine our own preconceptions about what it means to be educated and enlightened. We will develop an understanding of what it means to think critically and have productive conversations about our educational values, career aspirations, as well as the ideals we shape through ethical reasoning. We will learn to cultivate a sensitive and affirming community environment that expresses an appreciation of ourselves and others.

We will nurture our own self-efficacy. "If she can do it, so can I," goes the old saying. What's the best way to build our creative confidence? By observing and emulating the actions of successful people who are similar to us.

We can do so much more together than we can do separately. Ours is a community for building systems of guided mastery through leadership, service, global study, and civic engagement.

CULTIVATING HUMANITY

"Think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person's story, and to understand the emotions and wishes and desires that someone so placed might have."

Martha Nussbaum



What do I have to do?

Readings

Together we will read from a selection of short online articles. You are expected to come to class prepared to discuss the assigned content. You WILL be expected to contribute to class discussion.

Assignments

You will receive a number of assignments throughout the semester. *Unless stated otherwise, you should submit these no later than 1 hour before your HON 100 class.*

Intellectual Discovery & Engagement Activity (IDEA)

Universities are more than a collection of classrooms and teachers and students. They are hubs of public debate and creative expression. In addition to HON 100 class assignments, you are required to attend three university-sanctioned lectures, conferences, workshops, panel discussions, lecture-recitals, or artistic performances. At least two of the events you attend must be traditional academic events: lectures, workshops, or conference sessions. You will submit information on each event.

What are our expectations of you?

HON 100 is a 1-credit course for which you do not receive a grade (more on this below). As such, we don't expect this class to take up A TON of your valuable time. We know you have other classes. That said, this class is an important introduction to what it means to be in Honors—and we take it on faith that Honors students will do their very best to engage with the material and take ownership of their educations. With that in mind, here are some pointers about how to succeed in this class.

Read the assigned content.

Sounds elementary – but in a class with no surprise quizzes, you might think you can “get away” with not doing the reading. Our question is: Why would you enroll in the Honors College not really intending to take its classes? Why are you here if you want to do as little work as possible? And if the “carrot” of important ideas that might change your life isn't enough—remember that you'll be in a small group with your teaching assistants discussing these readings. If you're not prepared, it's going to be painfully obvious when the teaching assistant's gaze swings round to you.

Put effort into the assignments.

This is truly a “get out what you put in” class. If you treat the assignments like busy work, they will seem like busy work. If you embrace the opportunity to self-learn and create pathways to future success, then you'll find it valuable and rewarding.

Honors students know how to write well. For some of us, this comes naturally. For others of us, it takes practice. It's like a muscle that needs exercise in order to function well. We'll flex our writing muscles in this class through a number of **written reflective exercises**. Your entries

should demonstrate clarity of writing, appropriate word choice, and sufficiently address the question prompt. Correct grammar and spelling are expected. You may be asked to edit and resubmit exercises that are below par.

Come to class.

Not even elementary—this is kindergarten stuff. But for newly minted college students, control over your own time leads to the belief that you can “get away” with skipping classes. You can't. Class is where we encounter ideas and wrestle with them in discussion. You've got to be there—and it's only once a week, after all. We take attendance at every class meeting. *Attendance is expected EVERY week*. Participate in group discussions. Not everybody is a talker. We understand that. But Honors is a place where students try on ideas and try out their responses. You can't fully try on an idea or test your own thoughts unless you join the conversation. If you're uncertain or shy, we'll help. Push yourself. In Honors classes now and in the future, you will be required to make your case and defend your view in your own voice. Now's the time to exercise those vocal cords in preparation for that day.

Turn in assignments on time.

We have small enough groups to be sensitive to the particular (and sometimes peculiar) twists of our students' lives. Sometimes serious illness strikes or family emergencies call students away, and we're able to take account of that. When the impulse strikes you to call on our goodheartedness with some sob story explaining how Dog 2.0 corrupted your assignment—even though you really could have done the work and gotten it in on time—remember that instant karma's gonna get you. Don't take advantage of us and, in return, we'll do our best to be understanding when life happens.

THIS IS AN HONORS EDUCATION

Learning in depth



Honors is about highly focused, discipline-oriented learning experiences. The committed student engages in research and creative scholarship that leads to new integrations, new knowledge, and new understandings.

Enduring questions



The Honors teaching faculty confront students with alternative modes of inquiry, exploration, discovery, tolerance of ambiguity, and place an aggressive emphasis on interdisciplinarity.

Experiential learning



Honors emphasizes exploration and discovery rather than the acquisition of specific knowledge sets. The focus is on hands-on learning and practical engagement. Projects are student-driven and facilitated by faculty as resource people who provide mentorship and guidance.

Grades & assignments

HON 100 is a “credit/no class,” which means you will not receive letter grades for your assignments. Rather, your work will be assessed based on satisfactory and timely completion. You either receive credit for it, or you don’t.

Similarly, your final “grade” for the class will either be “CR” (credit) or “NC” (no credit). If you fulfill the course obligations—including submitting ALL of the assignments—you’ll get a “CR” for HON 100. If you don’t, you’ll receive an “NC” and will not be able to continue in the Honors College.

A grade of CR will be awarded based on the satisfactory completion of ALL of the following elements:

- **Intellectual Discovery & Engagement Activity (IDEA)**

Universities are more than a collection of classrooms and teachers and students. They are hubs of public debate and creative expression. As part of HON 100, you are required to attend three university-sanctioned lectures, conferences, workshops, panel discussions, lecture-recitals, or artistic performances. At least two of the events you attend must be traditional academic events: lectures, workshops, or conference sessions.

You are free to choose events you are most interested in, but you must receive pre-approval from your TAs to count a particular event toward this assignment. After each event for which you seek credit, you will submit an IDEA form on Canvas. The form will ask for basic information about the title and participants in the event, but also ask you to provide a detailed description of its purpose in nurturing intellectual dialogue on campus or showcasing the activities of particular programs, majors, or disciplines.

A handy list of JMU campus events is found at <http://www.jmu.edu/events/>. Remember, not all events on this calendar qualify as IDEAs.

DUE Oct. 7, Nov. 4, and Dec. 9.

- **Coffee date**

Get to know one of your classmates. Partner with a student in your class who you do not know very well and go have coffee (or lunch, or dinner, or just hang out) sometime before your next HON 100 class. Ask them the following questions: (1) Where are you from? (2) What attracted you to JMU and why are you here? (3) Why did you join the Honors College? (4) What are you most excited about? (5)

What are you most worried about? Upload your classmate’s responses to these questions to Canvas.

DUE week 3, one hour before class.

- **Scavenger hunt**

Get to know important locations on and off campus. Form a team of 3-4. Visit locations and post team photos to Canvas.

DUE week 4, one hour before class.

- **Interview a professor #1**

Visit a professor in one of your non-Honors classes. Get to know that person. Ask them about themselves and their work. We’ll provide you with an interview script and some tips. Submit a written reflection to Canvas.

DUE Oct. 28.

- **Four year curriculum draft**

Using the Undergraduate Catalog, the websites for your major and the Honors College, and recommendations from your Freshman Advisor, you’ll take the first steps towards developing an academic plan. More instructions are forthcoming. You’ll upload the document to Canvas.

DUE week 11.

- **Interview a professor #2**

You’ve interviewed a professor from class. Now interview a tenured or tenure-track professor in your major (or a prospective major). Ask them about their scholarly interests. Inquire about the nature of research or creative scholarship in the discipline. We’ll provide you with some tips and suggestions. Submit a written reflection to Canvas.

DUE Nov. 18.

- **Attendance**

As stated above, attendance is mandatory EVERY week. In case of emergency, such as illness, notify your teaching assistants prior to missing the class. You must present a doctor’s note or some other form of official notification as soon as possible. If you have an unexcused absence, you will need to conference with the HON 100 coordinator or risk receiving no credit for the class—and dismissal from the Honors College. Two or more unexcused absences is unacceptable.

University policies

Student Conduct: James Madison University affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy. The JMU Honor Code is available from the Honor Council Web site: <http://www.jmu.edu/honor/code.shtml>.

Inclement Weather Policy: Unless otherwise announced in class or on the JMU website, students should assume that classes will meet. See JMU's inclement weather policy at <http://www.jmu.edu/JMUpolicy/1309.shtml>.

Registration: Students are responsible for registering for classes and for verifying their class schedules on MyMadison and Canvas. The deadline for adding a fall semester class through MyMadison without instructor and academic unit head signatures is September 4, 2018. Between September 5, 2018 and September 12, 2018, instructor and academic unit head signatures are required to add a class for fall semester 2018. No exceptions will be made to these deadlines.

Disability: If you need an accommodation based on the impact of a disability, you accommodations to be used in the classroom. Once you have presented us with this letter,

we will sit down and review the course requirements, your disability characteristics, and your requested accommodations to develop an individualized plan, appropriate for HON 100.

JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact us early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on should contact the Office of Disability Services (Student Success Center 1202, www.jmu.edu/ods, 540-568-6705) if you have not previously done so. Disability Services will provide you with an Access Plan Letter that will verify your need for services and make recommendations for campus to provide services for students with disabilities.

Religious Observation Accommodations: All faculty members are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the drop-add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity.



Hillcrest House is the previous residence of several university presidents. The first president Julian Burruss and his wife Rachel lived in Dormitory No. 1 (Jackson Hall) with students until the house was completed in 1914.

Class schedule

| Week | Topic | Due this week | Prepare for class |
|------------------------|--|--|---|
| Week 1 8/27 | Introductions Get to know your teaching assistants, fellow students, and the HON 100 course. | | |
| Week 2 9/3 | Reflecting on Madison & Montpelier What did you learn at Montpelier? What sticks with you or bothers you? Share your insights and reflect on how this sets the stage for your Honors experience. | | <ul style="list-style-type: none"> Reading refresh: Look again at the study guide for <i>James Madison</i>. Come to class with at minimum three talking points. |
| Week 3 9/10 | Academic Success You're in college now. What are the academic expectations in comparison with what you are used to in high school? What are some key study habits you can develop NOW that will help you be successful? | <ul style="list-style-type: none"> Coffee date assignment | <ul style="list-style-type: none"> "How We Learn: What Works, What Doesn't," <i>Scientific American</i> |
| Week 4 9/17 | Community Why is community important for our academic, social, and personal well-being? How can you find community here at JMU and in local area? Why is it important to get to know Harrisonburg, VA? | <ul style="list-style-type: none"> Scavenger Hunt | <ul style="list-style-type: none"> Research Harrisonburg and the Shenandoah Valley, come prepared to share interesting facts about the local community. |
| Week 5 9/24 | Faculty and Mentors I Learn about what professors REALLY do. What are their research, teaching, and service demands? How are tenure and academic rank determined? | | <ul style="list-style-type: none"> Read Wikipedia entry: "Professors in the United States" Read: "What Do Professors Actually Do?," <i>BobEmiliani.com</i> |
| Week 6 10/1 | Faculty and Mentors II Professors are people too. They have personalities, idiosyncrasies, and preferences just like the rest of us. Learn some tips on how to engage with your professors in a productive and meaningful way. | <ul style="list-style-type: none"> IDEA #1 Oct. 7 | <ul style="list-style-type: none"> "10 Things This Professor Loves," <i>The Chronicle of Higher Education</i> "10 Things Every College Professor Hates," <i>Business Insider</i> |
| Week 7 10/8 | Know Your Discipline An academic discipline is more than a set of courses you take to fulfill your major. It's a branch of knowledge that encompasses particular questions, issues, subjects, methodologies, modes of inquiry, people, places, and professional bodies. Get to know your discipline and learn about the Honors capstone project. | | <ul style="list-style-type: none"> Investigate your discipline or a possible field of study. What are the big questions being asked right now? What problems are being solved... or haven't been solved yet? Who are the top experts, practitioners, professionals, or artists in your field and what do they do? Come prepared to share in class. |
| Week 8 10/15 | Defining Our Values and Finding Purpose What's important to you? What makes you tick? Explore your values and interests and ask how they align with your major, your career expectations, and—most importantly—your hopes and dreams of a life well-lived. | | <ul style="list-style-type: none"> Read: "A career counselor at an elite college says students should follow their purpose in life—not their passion," <i>Quartz</i> |

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|-------------------------|---|--|---|
| Week 9 10/22 | The Honors College Curriculum Let's talk about the Honors minor and what to expect when you enroll in spring classes. We'll also discuss special opportunities and experiences available through Honors. The Honors Advisor will be in class for Q&A. | • Interview a professor assignment #1 Oct. 28 | |
| Week 10 10/29 | Develop a Plan To be successful in college, it's good to have a plan, or a least a rough guide. We'll work on developing a curriculum plan that works for you. | • IDEA #2 Nov. 4 | • Study the Track I Honors curriculum, the General Education curriculum, and the requirements for your major or possible major. |
| Week 11 11/5 | Spring Registration All about registering for classes. Take a breather. | • Curriculum draft Nov. 11 | |
| Week 12 11/12 | Choose your topic: Growth mindsets OR lifelong learning | • Interview a professor assignment #2 Nov. 18 | • TBA |
| Week 13 11/19 | THANKSGIVING No class! | | |
| Week 14 11/26 | Choose Your Topic Possibilities include: dealing with stress and failure; time management; setting goals; internships and studying abroad. | | • TBA |
| Week 15 12/3 | Reflecting Back and Thinking Ahead Let's look back, take stock, wrap up, and move forward. | • IDEA #3 Dec. 9 | • TBA |
| Week 16 12/10 | Finals Week No class. | | |

Links to readings

"How We Learn: What Works, What Doesn't," *Scientific American*

<http://tguilfoyle.cmswiki.wikispaces.net/file/view/What+works,+What+doesn%27t.pdf>

Wikipedia: "Professors in the United States"

https://en.wikipedia.org/wiki/Professors_in_the_United_States

"What Do Professors Actually Do?" *BobEmiliani.com*

<https://bobemiliani.com/what-do-professors-actually-do/>

"In college, nurturing matters," *New York Times*

https://www.nytimes.com/2014/05/08/opinion/blow-in-college-nurturing-matters.html?_r=0

"10 Things This Professor Loves," *The Chronicle of Higher Education*

<http://www.chronicle.com/article/10-Things-This-Instructor/232483?cid=megamenu>

"10 Things Every College Professor Hates," *Business Insider*

<http://www.businessinsider.com/10-things-every-college-professor-hates-2014-8>

"How to email your professor (without being annoying AF)," *Medium*

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

"A career counselor at an elite college says students should follow their purpose in life—not their passion," *Quartz*

<https://qz.com/848324/how-can-i-find-a-career-that-makes-me-happy/>

Who are we?

Many people contributed to the work and to the ideas that went into this course. The First Year Seminar is led by 12 separate teaching assistant teams and coordinated by two Honors College faculty members.

Honors Teaching Assistants

Jesus Armenta (Senior, Psychology)
 Nanda Azevedo (Senior, Music)
 Ava Barton (Junior, Communication Sciences & Disorders)
 Matthew Best (Senior, Spanish, Psychology)
 Thomas Bryn (Sophomore, Intelligence Analysis)
 Sophia Cabana (Sophomore, History)
 Nicolette Chuss (Senior, Communication Sciences & Disorders, Spanish)
 Elizabeth Elia (Junior, Media Arts & Design, Independent Scholars)
 Norman Ellis (Senior, Public Policy & Administration)
 Jacob Elson (Sophomore, Quantitative Finance)
 Alyssa Faison (Junior, Biology)
 Madalyn Ferlazzo (Junior, Biology)
 Ana Hart (Sophomore, Dance)
 Grace Lloyd (Sophomore, Nursing)
 Elizabeth Neslund (Junior, Biology)
 Lauren Palmieri (Junior, History)
 Laura Ruple (Junior, Music)
 Caroline Ryan (Junior, Communication Studies, Dance)
 Hannah Sandler (Senior, Health Services Administration)
 Nina Schenk (Senior, Anthropology)
 Brittany Sheffield (Junior, Intelligence Analysis)
 Katherine Topf (Senior, Health Sciences)
 Kathryn Young (Senior, Athletic Training)
 Cynthia Zastudil (Junior, Computer Science)

Honors Teaching Coordinators

Jared Diener, M.St., University of Oxford
 Philip L. Frana, Ph.D., Iowa State University

A large number of other people contribute to the daily life of JMU Honors.

Honors Staff

Kurt Davies, M.S.Ed., Prestigious Scholarships Director
 Terry Dean, Ph.D., Coordinator of Special Projects
 Jared Diener, M.St., Academic Advisor
 Philip L. Frana, Ph.D., Associate Dean
 Dianne Fulk, Administrative Assistant
 Bradley Newcomer, Ph.D., Dean
 Tammy Steele, Executive Assistant

Madison Advising Peers

Hannah Schroyer (Junior, Comm. Sciences & Disorders)
 Katherine Topf (Senior, Health Sciences)

Honors Dept. Liaisons

Yonathan Admassu (Environmental Science & Geology),
 Kate Arecchi (Music Theatre), Daniel Beers (Justice Studies), David Bernstein (Computer Science), Luis Betancourt (Accounting), Keri Bethune (Education - Education Foundations & Exceptionalities), Vipul Bhatt (Economics), Larry Burton (Writing, Rhetoric & Technical Communication), Jaideep Chowdhury (Finance & Quantitative Finance), Theresa Clarke (Marketing), David Cockley (Dietetics & Health Services Administration), Carey Cole (Computer Information Systems), Andy Connell (Music), Michelle Duncan (College of Business), Kirk Elwood (International Business), Richard Foust (Chemistry/Biochemistry), H. Gelfand (Interdisciplinary Liberal Studies), Lincoln Gray (Communication Sciences & Disorders), Trent Hargens (Athletic Training & Kinesiology), Betsy Herron (Nursing), Kathryn Hobson (Communication Studies), Gilpatrick Hornsby (Hospitality Management & Sport and Recreation Management), Yonggaung Hu (History), Laura Leduc (Management), Hakseon Lee (International Affairs, Political Science, Public Policy & Administration), Steve Leslie (Earth Science), Joseph Loyacano (Media Arts & Design), Rebecca Lustig (Theatre & Dance), Stephen Marrin (Intelligence Analysis), Sam Morton (Engineering), Joy Myers (Education - Early, Elementary & Reading), Edwin O'Shea (Mathematics & Statistics), Katherine Ott (Health Sciences), Heidi Pennington (English), Nancy Poe (Social Work), Tomas Regalado (Modern Foreign Languages), Monica Reis-Bergan (Psychology), Christopher Rose (Biology), Carolyn Schubert (Libraries), Sean Scully (Physics), Maureen Shanahan (Architectural Design, Art, Art Education, Art History, Graphic Design, Industrial Design, Studio Art), Randell Snow (Education - Learning, Technology & Leadership), Julie Solometo (Anthropology & Sociology), Louise Temple-Rosebrook (Biotechnology, Geographic Science, Integrated Science & Technology), Tom Tolman (Military Science), Ann Wallace (Education - Middle, Secondary & Mathematics), Anne Wiles (Philosophy & Religion)