Honors 1002-150 (Blended): Honors Portfolio
Spring 2016
Illinois Valley Community College

Instructor: Adam Oldaker, M.A., M.A.                                      Class Location: E-232
Email: Adam_Oldaker@ivcc.edu                                             Meeting Times: W 12:00-12:50 P.M. & Online
Office Hours: Check Web Site                                            Office Location: Check Web Site
Web Site: www.ivcc.edu/oldaker                                           Office Phone Number: 815-224-0326

Course Description: Honors Portfolio is for Honors Program students in their final semester in the program and helps students document and reflect upon the pursuit and/or achievement of their education and/or career goals. The course culminates with students presenting an Honors Portfolio which documents and reflects upon their education and/or career goals and how they pursued and/or achieved their goals through community involvement, campus leadership, and experiential learning while members of the IVCC Honors Program.

Expected Student Outcomes:
· After completing the course, the student will be able to . . .
  · Demonstrate how community involvement has contributed to his/her pursuit and/or achievement of his/her career or education goal.
  · Demonstrate how experiential learning has contributed to his/her pursuit and/or achievement of his/her career or education goal.
  · Demonstrate how campus leadership has contributed to his/her pursuit and/or achievement of his/her career or education goal.
  · Synthesize reflections of Honors Program experience to enhance understanding of learning and future goals

Grading Scale:
A: 90-100 percent
B: 80-89 percent
C: 70-79 percent
D: 60-69 percent
F: 59-0 percent

Final Grade:
  Blackboard Postings: 25 percent
  Artifact Sharing (3 presentations): 24 percent at 8 percent each
  Self-Reflection Essay (2-3 pages): 25 percent
  Portfolio Presentation: 26 percent

Required Textbooks:

Required Materials:

Writing Assignments:
All formal essays must be typewritten, in 12-point Times and double spaced with one-inch margins on all sides, unless otherwise indicated. Any handwritten work on these papers will be assigned a zero.

If you don’t have a computer at home, make sure that you complete all writing assignments in the computer

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labs on campus before the start of class.

**Emailing Assignments:**
No essay assignments will be accepted as email attachments. Hard copies must be provided on each due date.

**Email:**
In most workplaces, employees are expected to use corporate email addresses for professional correspondence. Similarly, students will be expected to use their IVCC email addresses for academic electronic communication. All correspondence will be sent to students’ IVCC accounts, and students will be expected to check these accounts on a regular basis.

Students may contact the Student Help Desk at 815-224-0318 or visit D-201 for assistance with their email accounts.

**Late Assignments:**
In the physical classroom, all assignments are due at the beginning of class, and no late work will be accepted unless an extension is granted; whenever possible, requests for extensions must be emailed to your instructor at least two days before the due date. Extensions may be granted at the instructor’s discretion. A grade of a zero will be assigned for any assignments that are not turned in by the deadline.

In the online classroom, all postings are due by 11:00 P.M. If they are submitted between 11:00 and 11:15 P.M., they are considered tardy. No assignments posted after 11:15 P.M. will receive credit unless the instructor has granted an extension.

In the event of a physical or online absence, it is the students’ responsibility to request an extension or submit work early. It is not the instructor’s responsibility.

**Attendance:**
Attendance in a blended course takes on a different form than that of a traditional classroom. In a blended class, absences not only include failing to come to scheduled face-to-face meetings, but also failing to “show up” in the online portion of the classroom. Not coming to the physical classroom or not posting assignments by the outlined 11:00 P.M. deadline for the online portion will be counted as a full absence.

You may have one excused physical absence and two excused online absences without penalty as long as you contact your instructor beforehand to explain the reason for your absence; it must be a good reason that demonstrates why the absence was unavoidable in order to be excused. Your instructor may request to see a doctor’s note or other documentation verifying the reason for your absence; if so, the document must be provided at the next class meeting. If you have an unexcused absence, your final grade will be dropped by ten percentage points; for example, a grade of a C at 70 percent would be dropped to a D at 60 percent. If you miss four combined classes (either physical or online), you will either fail or be withdrawn from the course. Rare exceptions may be made at the instructor’s discretion.

**Being on Time:**
Just as you must be on time for your job, you must also come to your college classes in a timely fashion. Three tardies, either physical or online, will be marked as an unexcused absence with a final grade deduction of 10 percent; remember that four absences result in failure of or withdrawal from the course. Submitting late work online shortly after the posted 11:00 P.M. deadline—for example, at 11:15 P.M.—will result in a tardy. Work submitted after 11:15 P.M. will not be accepted without an extension.

**Leaving Class Early:**
Be sure to arrange to stay for each class meeting in its entirety. If you leave class early—yes, even five minutes early—you may be marked as absent for the whole meeting. If you absolutely must leave early, your instructor may ask to see documentation explaining why. If so, documentation must be provided at the

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next class meeting.

**Classroom Etiquette:**
You must treat your physical and online classroom as a professional environment and your instructor as your immediate supervisor. Also, you must strive to maintain a positive attitude and a willingness to contribute to physical and online classroom discussions in an appropriate manner. All readings and assignments must be completed by the due dates.

*Do not save readings and writing assignments until an hour or two before the class; rather, work on them, bit by bit, throughout the term. Otherwise, you will likely experience feelings of frustration, which will impede your critical thinking and writing.*

**Respect:**
If you show disrespect toward your instructor or another student in the physical classroom, you will be asked to leave. Disrespectful acts in the online classroom will be dealt with on an individual basis. If any act of disrespect is severe, you will be permanently removed from the class, and you will be referred to the administration at IVCC for possible disciplinary action.

When you’re writing your instructor via email, maintain a professional tone. You don’t want to come off as disrespectful or rude. *As a general rule, if you wouldn’t say something to your instructor in face-to-face communication, do not put it in digital communication.*

**Academic Accommodations:**
If you are a student with a documented cognitive (learning) disability, physical disability, or psychiatric disability (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, and others), you may be eligible for academic support services such as extended test time, texts on disc, note-taking services, etc. If you are interested in learning whether you can receive these academic support services, please contact Tina Hardy (tina_hardy@ivcc.edu or 815-224-0284), or stop by the Disability Services Office in C-211.

**Academic Integrity & Dishonesty:**
Plagiarism or cheating of any kind violates the Student Code of Conduct for IVCC. Due to the severity of academic dishonesty, cases will automatically result in failure of the assignment and possibly, at the instructor’s discretion, failure of the class and permanent dismissal from the Honors Program. Students may also be referred to the administration for further disciplinary action. Students are not able to withdraw to escape a penalty for plagiarism.

**Classroom Withdrawal:**
Students have the ability to initiate a withdrawal from classes. By completing a form in the Records Office or within WebAdvisor, the student authorizes IVCC to remove him or her from the course. Entering the student ID number serves as the student’s electronic signature. IVCC has the right to rescind a withdrawal in cases of academic dishonesty or at the instructor’s discretion.

Students should be aware of the impact of a withdrawal on full-time status for insurance purposes and financial aid. It is highly recommended that students meet with their instructor and/or with a counselor before withdrawing from a class to discuss if a withdrawal is the best course of action.

**Peer Tutoring and Writing Center:**
The IVCC Writing Center offers free, unlimited, one-on-one tutoring for students in any class at any stage of their writing process. The Writing Center staff, which includes faculty and student tutors, is happy to assist students in understanding assignments, brainstorming topics, organizing and developing ideas, and revising and editing drafts. Our Quick Query service provides help with basic writing questions via email. The Writing Center also has handouts on grammar and style, writing reference materials, and documentation manuals available in the Center and in the Stylebook (www.ivcc.edu/stylebook). The

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schedule, appointment availability, and Quick Query instructions can be found by visiting the Web site (ivcc.edu/writingcenter), calling the Learning Commons at 815-224-0318, or stopping by the Writing Center in the Learning Commons (D-201). If you would like to be tutored at the Ottawa Center, call 815-224-0800 or drop by the main desk to schedule an appointment.

**Message from Your Instructor:**
Feel free to contact me via email if you are concerned about anything. If you are worried about your grade, please email or see me **early in the semester** so that we can discuss ways for you to make improvements. That said, I would like to stress that your focus should be on your engagement with the course content rather than only on your grades. On your part, this will involve keeping up with the readings and assignments, maintaining a positive and respectful attitude, and putting forth your very best effort. If grades prove to be too stressful, please see me, and we can discuss ways to decrease the pressure of grades.

**Course Calendar**

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<tr>
<th>Date</th>
<th>Event/Assignment</th>
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<tr>
<td>Wednesday, February 3</td>
<td>Hand out syllabus; course and program overview; introductions Assignment given—“Why College?”</td>
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<tr>
<td>Friday, February 5</td>
<td>Blackboard Post 1 of 8: “Why College?” See assignment sheet for details.</td>
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<tr>
<td>Wednesday, February 10</td>
<td>Discuss “Why College?” assignment</td>
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<td>Friday, February 12</td>
<td>NO POSTING</td>
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<tr>
<td>Wednesday, February 17</td>
<td>Read at least half of the Dalai Lama text before class; discuss in class.</td>
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<td>Assignment: Bring an artifact for next class which shows evidence of Community Involvement, and post a 250 word response.</td>
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<td>Friday, February 19</td>
<td>Post 2 of 8: Describe your overall reaction to the Dalai Lama text, and describe the three most important points that resonated with you. Post 3 of 8: What is your artifact for Community Involvement? Why is it appropriate?</td>
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<tr>
<td>Wednesday, February 24</td>
<td>Finish the Dalai Lama text before class; discuss in class.</td>
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<td>Present Community Involvement Show and Tell</td>
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<tr>
<td>Friday, March 4</td>
<td>Post 4 of 8: Think about what has made you happy in your life, and then connect your thoughts to the Dalai Lama text. How do you have room to grow to become happier? How do your career, education, and other plans fit into an overall life plan to result in personal happiness?</td>
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<tr>
<td>Wednesday, March 2</td>
<td>Finish Dalai Lama discussions. Assignment: Bring an artifact for next class which shows evidence of Campus Leadership, and post a 250 word response.</td>
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<tr>
<td>Friday, March 9</td>
<td>Present Campus Leadership Show and Tell Assignment: Bring an artifact for next class which shows evidence of Experiential Learning, and post a 250 word response. Assignment for Self-Reflection Essay given</td>
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<tr>
<td>Wednesday, March 11</td>
<td>Post 6 of 8: What artifact will you choose for Experiential Learning? Why did you choose it? Post a 250 word response.</td>
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<tr>
<td>Friday, March 16</td>
<td>Experiential Learning Show and Tell discussion Discuss Portfolio Presentations</td>
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<td>Friday, March 18</td>
<td>NO CLASS: DEVELOPMENT DAY</td>
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<tr>
<td>Monday, March 21</td>
<td>DUE: Self-Reflection Essay *Please post your essay as an rtf file in the appropriate Blackboard discussion board.</td>
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<tr>
<td>Wednesday, March 23</td>
<td>Before class, read the first half of the Shankman text; discuss in class. Remaining time: Work on Portfolio Presentations.</td>
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<tr>
<td>Friday, March 25</td>
<td>Post 7 of 8: Reflect on HON 1002. What did you find most/least valuable? What suggestions do you have for next semester’s class? Remaining time: Work on Portfolio Presentations.</td>
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<tr>
<td>Wednesday, March 30</td>
<td>NO CLASS: SPRING BREAK</td>
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<td>Friday, April 1</td>
<td>NO CLASS: SPRING BREAK</td>
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<tr>
<td>Wednesday, April 6</td>
<td>Before class, finish the Shankman text; discuss in class. Remaining time: Work on Portfolio Presentations.</td>
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<td>Friday, April 8</td>
<td>NO POSTING</td>
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<tr>
<td>Wednesday, April 13</td>
<td>NO CLASS: COLLEGE CLOSED FOR VETERANS DAY</td>
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<td>Friday, April 15</td>
<td>NO POSTING</td>
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<td>Wednesday, April 20</td>
<td>Discuss improvements to the whole Honors Program.</td>
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<td>Friday, April 22</td>
<td>NO POSTING</td>
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<tr>
<td>Wednesday, April 27</td>
<td>Practice Honors Plan Presentations for Honorspalooza.</td>
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<td>Friday, April 29</td>
<td>Post 8 of 8: Reflect on the process of working on your Portfolio Presentation. What worked and what didn’t? How could your own process have been improved? Are you satisfied with the result?</td>
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| Wednesday, May 4    | Formal Honors Portfolio Presentation at Honorspalooza

*NOTE: The location and time are to be announced. Everyone must attend Honorspalooza for its duration. Anyone who leaves early will have ample points deducted from his or her Honors Plan Presentation grade. An exception will be made only for a scheduling conflict with another class.

| Friday, May 6       | NO POSTING                                                               |
| Wednesday, May 11   | Final Assessment

*Final assessment may take place either in class or online. Further instructions will be provided.*