HON 452*: Senior Honors Seminar*
Spring Course Syllabus

Instructor Contact Information
TBD (Honors Director or other Faculty member)

Catalog Course Description
Prerequisites: Senior Standing. Enrollment in the Honors Program.

Provides a cohort-based capstone experience for Honors seniors. The course is designed to provide an opportunity for students to gather as a community for weekly sessions to reflect on their honors educational experience, to critically challenge one another to discover deeper connections between their experience and the world, to engage in workshops and class sessions about post-baccalaureate study and career development, and to share in a series of conversations and activities that articulate and assess the outcomes of their learning. Culminating activities may include portfolio development, showcase and/or honors thesis presentation events.

Course Structure
This course is a seminar that meets weekly. Additional events, such as attendance at Research Day, may be assigned as part of the requirements for the course.

Learning Outcomes
By the end of HON452 student will be able to demonstrate attainment of the Honors Program learning outcomes as follows:

1. Creative and Critical Thinking:
Thinks and speaks analytically with a unique sense of self in order to synthesize and demonstrate learning from multiple mediums. Approaches problems with multiple perspectives and with a reflective consideration of possible outcomes. Takes risks and uses innovative methods to explore issues and problems.

2. Inquiry Analysis and Integrative learning:
Connects and extends knowledge from one's own academic focus to the world beyond college. Can synthesize the connections between information gleaned from classroom settings and practical/worldly applications. Explores complex issues in thoughtful and unique ways.

3. Written and Oral Communication:
Communicates thoughts on paper and in speech effectively with a scholarly voice by using evidentiary support and critical reasoning, within philosophical, analytical and theoretical frameworks appropriate to the applicable discipline(s). Use of language is masterful and creative. Supports conclusions with appropriate detail. Delivery techniques are natural and authentic and display depth of knowledge and personal interest toward the topic.

4. Intercultural Competence and Global Learning:
Cognizant of and engages intellectually with a diverse range of cultures, religions and beliefs. Has sense of global identity that takes into account multiple viewpoints and experiences. Has a sense of responsibility to self and bigger picture of the complexity of the challenges present in our world.

5. Community/Civic Engagement and Problem-Solving:
Invests in the community and empowers self and others to make a positive impact on the community within a systems-approach. Works to make a positive difference in the community, local and/or global, and demonstrates commitment to achieving civic aims that cross boundaries and bring together all who are impacted. Demonstrates a self-starting attitude and initiative and refers to previous learning as a source of knowledge and strength. Can define a problem and its systemic aspects and identify potential solutions in a way that involves stakeholders in a positive manner in the search for resolution.

Required Course Materials
The following materials are required for HON542:

- *Upper Division Honors Handbook* (Available at www.unco.edu/honors)
- Sowcik, M. (2015). *Leadership 2050: Critical challenges, key contexts, and emerging trends.*
- Excerpts from: Kimball, M. (2018) *Ethnowise.* Kendall Hunt Publishing: Dubuque, IA.
- Aluli-Meyer, Manulani. "Changing the Culture of Research: An Introduction to the Triangulation of Meaning" *Hülili* Vol.3 No.1 (2006)

Additional course materials will be distributed in class or will be accessible through the library electronic reserve (library.unco.edu) or posted to Canvas.

Course Requirements

Homework
Homework assignments and specific reading assignments are provided to allow you to participate fully in classroom discussions or to prepare for scholarly activities, such as Research Day.

Participation
Your participation grade is a combination of attendance and participating in class activities, presentations, peer evaluation. and class discussion. A percentage of your grade is based on active class participation. You lose points by not completing coursework, texting, Internet surfing, sleeping, coming late, leaving early, and any other behavior that hinders your participation in class. To earn all participation points you must fully participate in class each day.

Late Assignments

Following the deadlines is important in this class in order to stay on track. It is assumed that students will submit assignments on time. Extenuating situations should be discussed with the instructor in advance. Late assignments may not be accepted and if accepted MUST be preapproved for late submission. If you are missing class due to severe illness, injury or other challenges please contact the Dean of Students Office to make arrangements for the Office to notify your professors.

Attendance

Class participation requires regular attendance in class, active participation in discussions which requires both listening and speaking, working as a group on group projects, turning in assignments on time, and taking an active interest in the course by asking appropriate questions and participating in all activities.

If you are not in class, you will not earn participation points. If you are missing class for a university related event, you must make arrangements with me at least 48 hours in advance of your absence so that you can turn in your assignments before the class period you are missing.

Extra Credit

Extra credit is not available.

Required Electronic Accounts

UNC Bearmail

Students are required to utilize their UNC Bearmail accounts and check email regularly to ensure they receive postings from the course instructor. UNC Bearmail accounts are the official source for email communication in this course. In this hybrid course with its strong independent work component relies on students checking their Bearmail and communicating with the instructor on a regular basis.

Canvas

Class updates, the syllabus and additional handouts may be posted to Canvas. Please check your Canvas account regularly. You will be required to submit certain written assignments through Canvas's Assignment module.

Inclusivity Statement

These courses support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

Disability Statement

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process here.

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Academic Integrity

Academic integrity, as with so much in life, involves a system of interconnected rights and responsibilities that reflect our mutual dependence upon one another. The success of individual efforts in school, as with so much in life, depends on each of us conscientiously exercising our rights and living up to our responsibilities. And the failure of any of us—even just one of us—to do what is required will diminish, however slightly, the opportunity for the rest to achieve their goals. That is why it's essential for each of us in this university to practice academic integrity. For practice today will lay a solid foundation for practice tomorrow, and the day after that, and the day after that, so that through daily practice integrity will come to be woven throughout the fabric of our lives, and thus through at least a part of the fabric of society. Academic Integrity Webpage: http://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/academic-integrity.aspx

Policies and Procedures for All Students/Students Rights and Responsibilities

The Policies and Procedures for All Students, as contained in the UNC Catalog, and Students Rights and Responsibilities, a document available from the Dean of Students office, will be followed for this course. Students should ensure their familiarity with both the UNC Catalog and the Students Rights and Responsibilities document.

Assignments & Grading

Letter-Grade breakdown for is as follows:

90-100% A; 80-89%B; 70-79% C; 60-69% D; Below 60% F

Personal and professional development	
Curriculum Vita or resume draft	50
Personal Statement / admissions essay / cover letter draft	50
Scholarly development and synthesis of education	
Portfolio or Thesis Presentation	250
Event Participation: Learning Showcase, Research Day	100
Reading reflections and assignments	200
Class Participation/Student led Discussions	250
Student led Group Activity	100
Total	**1000**

Assignments may be adapted throughout the course

HON452
Tentative Course Schedule

Week	Due This Week	Today's Topic
1		**Welcome & Introductions** Introduction to course and materials
2	Reading: Leadership 2050 chapters 1 & 2	Discuss concepts from reading: four future scenarios. Digital landscaper and big Data – who owns the data?
3	Reading: Leadership 2050 Chapter 3 & 4	MLK Jr. Week Discuss concepts from reading: Social Justice and Wicked Challenges
4	Reading: Leadership 2050 Chapters 5 & 6	Discuss concepts from reading: Social reason and geopolitical citizenship. Discuss final projects/final presentations: Portfolios, Project showcase, Thesis presentations.
5	Reading TBD about Careers & Strengths/Self-Assessment and reflection	Discuss professional careers and their connection to education. Discuss the various educational paths.
6	Resume or CV Draft	Peer review of resumes and CVs
7	Personal statement or cover letter draft	Peer review of personal statements and cover letters
8	Portfolio TOC due with evidence of all documents collected.	Discuss portfolios and honors project showcase
9	**Honors showcase** Portfolios due	Participate in Honors Showcase
		SPRING BREAK
10	Reading: Manulani	Assign Student Group activities Discuss epistemology and other ways of knowing
11	Reading: Ethnowise excerpts	Discuss Ethnowise Principles 1-2
12	Reading: Ethnowise excerpts	Discuss Ethnowise Principles 3-5
13	Reflection on one of the Ethnowise principles or Manulani reading. **Research Day**	In class work on Student Group-led activities relating to Ethnowise and Leadership 2050 Present at Research Day
14	Student group 1 activity	Student group 1 activity
15	Student group 2 activity	Student group 2 activity
16 FINALS	Student Group 3 activity. Final Course Reflection	Final essay reflection & Student group 3 activity Course Feedback

ETHNOWISE PRINCIPLES

PRINCIPLE 1

Your culture is a matrix.
Everything you've learned to think and feel about the world seems completely normal and natural. Even when it isn't.

PRINCIPLE 2

Stories feed your matrix.
To understand your cultural matrix, you need to meet its stories and storytellers. You are one of its stories and storytellers.

PRINCIPLE 3

Your cultural matrix warps your view.
Perception is a tinted lens. What you think and feel about someone else might not reflect reality.

PRINCIPLE 4

You are pre-wired to find your tribes.
"Us vs. Them" thinking is completely normal and natural. Just not always helpful.

PRINCIPLE 5

You are an avatar.
Your cultural matrix shapes your simulation of I, Me, and Mine.