

9-2014

HONR 120.80: Introduction to Honors

James C. McKusick

University of Montana - Missoula, mckusickj@umkc.edu

Let us know how access to this document benefits you.

Follow this and additional works at: https://scholarworks.umt.edu/dhc_syllabi

Recommended Citation

McKusick, James C., "HONR 120.80: Introduction to Honors" (2014). *DHC Syllabi*. 6.
https://scholarworks.umt.edu/dhc_syllabi/6

This Syllabus is brought to you for free and open access by the Davidson Honors College at ScholarWorks at University of Montana. It has been accepted for inclusion in DHC Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

**HONR 120, Section 80 – INTRODUCTION TO HONORS:
PRESIDENTIAL LEADERSHIP SEMINAR**

Autumn 2014, Mondays, 3:10-4:00 p.m., DHC 117

Instructor: Jim McKusick – james.mckusick@umontana.edu

Office hours by appointment: 243-2541

Student Mentor: Tessa Richards – tessa.richards@umontana.edu

Course Objectives:

The purpose of the **Presidential Leadership Seminar** is to engage students in the pursuit of academic excellence, public service, and leadership skills. This course will investigate the practical and ethical dimensions of civic leadership, using Johnson's *Meeting the Ethical Challenges of Leadership* and Loeb's *Soul of a Citizen* to frame the discussion. In this process the Instructor and Student Mentor will work to create an environment in which students are encouraged to share insights, discoveries, and questions with one another. The seminar will promote the development of critical thinking and ethical reflection through participation in small group discussions, community service projects, and outdoor leadership activities.

DHC Learning Outcomes: At the Davidson Honors College, we expect students to:

- be intellectually curious;
- develop skills in critical thinking, analytic reasoning, and problem solving;
- increase their abilities to write and speak effectively;
- acquire skills and habits of community and public service;
- develop research and life-long learning skills and habits.

Required Textbooks:

- Tim O'Brien, *The Things They Carried* (available in the UM Bookstore)
- Craig Johnson, *Meeting the Ethical Challenges of Leadership* (on the Moodle website)
- Paul Rogat Loeb, *Soul of a Citizen* (selected chapters available on the Moodle website)

Readings and Assignments:

- 8/25 **Presidential Leadership Seminar** – introductions and course overview. Sign up for PLS Retreat groups.
- 8/27 **(Wednesday) 8:00 p.m. – Special Event: Academic Convocation** on the Oval. Academic Convocation is a celebration to welcome all incoming students to UM. Be sure to visit the **Honors College bonfire** in front of the DHC building!
- 8/29 **(Friday) Outdoor Leadership Training for the PLS Retreat**, 3:10-4:00 p.m., DHC 117. Your attendance is encouraged, but not required. We will discuss how to manage leadership decisions by engaging all team members. Learn how to anticipate and address health and safety issues that may arise during wilderness travel. Practice the use of map and compass for navigating the back country. Learn about whitewater rafting and water safety.

- 8/30-31 (Sat and Sun) **PLS Leadership Retreat** (see **PLS Retreat Handout** for details). **Trip forms & waivers must be signed & submitted to Student Mentor prior to departure.** After our return, please complete the **PLS Retreat Evaluation** (on the course *Moodle* website) by noon on Tuesday, September 2nd.
- 9/1 **NO CLASS – Labor Day Holiday.** Finish reading *The Things They Carried*. Login to the HONR 120.80 *Moodle* course website, browse around, and post a message on the Discussion Board.
- 9/4 **(Thursday) 7:00 p.m. – Special Event: Honors Convocation – a welcome for new DHC students in the UC Theater.** UM Professor Quan Ha will offer a lecture on *The Things They Carried*. Followed by a dessert reception in the DHC Lounge. **Your attendance is required** at this grand welcoming celebration for DHC students.
- 9/8 **UM Writing Center director Kelly Webster** will visit our class today to talk about Writing Center resources and the First Year Essay Contest. Discussion of possible essay topics for *The Things They Carried*. Bring your book to class today.
- Volunteer Fair this week: 9/9 and 9/10 (Tuesday and Wednesday), 10 a.m.-2 p.m.** in the UC Atrium! Extra credit opportunity (see “bonus points” on page 6, below).
- 9/15 **Discussion of Loeb’s chapter “We Don’t Have to Be Saints”** (on *Moodle*) – print out and bring your Loeb reading to class. What constitutes a meaningful life? **Loeb Quiz** (open-book) to be completed on the HONR 120.80 *Moodle* website before class today. Be sure to read the Loeb chapter carefully before taking this quiz! The quiz will be posted on Thursday, 9/11 under “Assignments.” **Colleen Kane** will get you signed up for **Community Service Learning Projects** today (see below, pages 7-8). **Paige Ely class presentation:** student engagement in addressing hunger in Missoula.
- 9/22 **First journal assignment due today: What is your leadership style?** (1-2 pages) **Discussion of *The Things They Carried*** – bring your book to class. Also browse the Mansfield Library’s [First Year Book page](#) (see link under “Course Materials” on *Moodle*). 3:40 – **Laure Pengelly Drake class presentation:** External Scholarships.
- 9/29 **(Monday) Class Photo Today.** All Presidential Leadership Scholars meet in the DHC Atrium at **3:05 p.m.** for a class photo by Todd Goodrich, UM’s professional photographer. Dress neatly (business casual) – and please don’t wear hats, sunglasses, promotional t-shirts, or logos (but Griz wear is OK). Please be on time!
- 9/29 **Class meets today at Mansfield Library, level 2, room 284. Library Research Methods,** with Prof. Megan Stark, Undergraduate Services Librarian, Mansfield Library. Bring *The Things They Carried* to class today.
- 10/6 **Community Service Learning Project Reflection.** Come to class prepared to talk about the “What? So What? Now What?” of your service learning project (below, pages 7-8). Tony Cerise class visit – Washington Center for Internships.
- 10/13 **Peer Review of Essays on *The Things They Carried*. Class meets today in Knowles room 014A. A draft of your essay on *The Things They Carried* is due today, 750-1250**

words (typed, double-spaced; see essay guidelines and “Appendix: About Writing,” below). **Bring the book and 3 copies of your draft essay to class today for peer review.** One copy of your draft essay should be handed in to the Student Mentor; the remaining two copies will be peer-reviewed by fellow students and returned to you with their written comments.

10/16 **(Thursday) Special Event: Reception in honor of Presidential Leadership Scholars in the DHC Lounge, 5:30-7:30 p.m.** At the reception, first-year Presidential Leadership Scholars will receive a formal certificate and congratulations from UM President Royce Engstrom. Attendance is mandatory for first-year PLS students. Please dress nicely (business attire is recommended). Parents and family members are welcome to attend.

UM Family Weekend on Friday-Sunday, October 17-19. The weekend will be full of events and activities, including campus tours, academic lectures, outdoor activities, a family brunch, and a Montana Grizzly football game. Family Weekend registration is required; for further details and a schedule of events, students and parents should visit: <http://www.umt.edu/urelations/outreach/family.php>. Encourage your family to come visit the UM campus!

10/20 **Discussion of *Meeting the Ethical Challenges of Leadership*:** discuss Johnson’s Ethical Perspectives and the Fukushima case study. Please be sure to have read pages 156-176 and case study prior to coming to class. **Chase Ellinger: class presentation.** **Your final essay is due in class today, 750-1250 words** (see essay guidelines and “Appendix: About Writing,” below).

10/27 **Discussion: *Meeting the Ethical Challenges of Leadership*** chapter 2 (pages 43-60 and case study pages 68-70). Please come prepared to discuss “Shadow Casters” and the “Death by Peanuts” case study.

10/28 **(Tuesday) at 3:10-4:00 p.m.:** Tim O’Brien will meet with first-year students in the UC Theater for a “Conversation with First-Year Students.” Your attendance is optional but strongly encouraged. Join the conversation and get your book signed by the author!

10/28 **(Tuesday) at 8:00 p.m.:** Tim O’Brien will give an evening lecture in the Dennison Theatre. Your attendance is optional but strongly encouraged. Bring your book and get it signed by the author!

11/3 **Discussion: *Meeting the Ethical Challenges of Leadership*** chapter 3 (pages 78-105 and case study pages 106-107). **Johnson Quiz** (open-book) to be completed on the HONR 120.80 Moodle website before class today. Please come prepared to discuss the characteristics of good leaders. In-class: watch “How to Make a Movement.” How does this TED Talk relate to Johnson’s idea of “courageous followership”? **Colleen Kane leads discussion today.**

11/10 **Second journal assignment due today:** Find a current event where leadership plays a key role. What are the leader’s strengths and weaknesses, given what we’ve discussed in class? What type of leadership do they exhibit? (1-2 pages). We will discuss your journal entries in class. Hand in your journal assignment at the end of class to Student Mentor for review and comment. **Tessa Richards presentation on Study Abroad.**

- 11/10 **(Monday) Deadline** for the First-Year Writing Contest. As part of the events and activities surrounding the First-Year Reading Experience, **we invite first-year students to submit 750-1250 word essays** in one or both of the following categories: (1) the analytical essay or (2) the personal reflection essay. **A cash prize of \$250 will be awarded to the writer of the best, most compelling essay in each category**; the essays themselves (with the authors' permission) will be posted to the First-Year Reading Experience webpage. Students are limited to one entry per category. For further details: <http://libguides.lib.umt.edu/fyreading>
- 11/17 **Discussion: Ethics of Leadership** – character, integrity, community. Small-group analysis of case studies.
- 11/24 **PLS Group Presentations** - see assignment (below, page 8). Bring your group's PowerPoint presentation on a flash drive (not a laptop) and load it onto the classroom computer desktop 10 minutes before class.
- 12/1 **PLS Group Presentations** (continued). **Participation Forms are due in class today** to earn **Bonus Points** for your participation in Community Service and Cultural Events. (Forms are posted on the HONR 120.80 *Moodle* website.)
- 12/10 **4:00 P.M. (Wednesday) – Final Exam Completion Deadline.** This online, open-book final exam will provide an opportunity for you to reflect upon the various concepts and methods of leadership that we have encountered during the semester. It will take about 90 minutes to complete the exam, but there is no time limit. **You can take the final exam on Moodle anytime after noon on Wednesday, December 3, and it must be completed by 4:00 P.M. on Wednesday, December 10.**

Course Requirements:

Attendance: Class attendance is mandatory, and the successful completion of this course is a condition of your Presidential Leadership Scholarship. Absences must be excused in advance by informing one of your instructors in person, by phone, or by e-mail. More than three unexcused absences will result in a loss of one letter grade. If a student misses a class for any reason (even an excused absence), the replacement activity is to attend an enriching event (agreed upon by instructor and student) of at least one hour and to write a 2-page reflection paper.

Participation: Because this class is highly participatory, you are expected to read and be prepared to discuss the assigned material before each class. You are expected to demonstrate your knowledge and understanding of the assigned readings, argue for your point of view while being open to the views of others, and integrate readings and discussions into your own life. The instructor welcomes respectful interaction between students, not just with the instructor. Honesty, enthusiasm, curiosity, courage, imagination, and the ability to recognize connections between one source or point of view and another are positive signs of student involvement. These skills bring vitality to the learning environment.

Community Service Learning Project: Students in this seminar will be organized into groups of about 4 to 5 students. Each group will engage in a community service learning project starting the week of September 15. The projects will be coordinated by the Student Mentor with assistance from the Office for Civic Engagement. Each project will be conducted in collaboration

with a local nonprofit organization and be designed to help meet an identified community need. Students will be able to choose which project they do. Students will reflect on their service project during class on October 6th, and do a group presentation at the end of the semester. Your group will report on various aspects of the service learning project (see assignment below, page 7).

Journal Assignment: You should write two brief, informal journal entries (1-2 pages) about **(1) your concept of leadership** (possibly based on your experience at the PLS Leadership Retreat) and **(2) Find a current event where leadership plays a key role.** What are the leader's strengths and weaknesses, given what we've discussed in class? What type of leadership do they exhibit? See the class schedule (above) for due dates.

Journal entries should be typed, but they can be rather informal in tone. Please hand in these journal assignments to the Student Mentor for review and comment. Be sure to complete these assignments on time; they do count toward your final grade. However, your instructor will not read these journal entries, so please regard this as a confidential, peer-to-peer assignment, and feel free to discuss other aspects of your experience as a first-year student at UM.

Essay Assignment: Over the first few weeks of the semester, you will write an **essay** (750-1250 words) about your reactions to *The Things They Carried*. The form of the essay is open. It could be a **scholarly/analytical essay** or it could be a **personal essay** that addresses the main ideas and topics of the book. In either case, your essay should follow the guidelines for the **First Year Experience Essay Contest**, announced on the Mansfield Library's [First Year Book page](#) (see link under "Course Materials" on *Moodle*). Please be sure to provide a **descriptive title** that indicates the main topic, theme, or approach of your essay.

The Writing Process: Writing is a process that emerges from an ongoing conversation between writer and reader. In order to write successfully at the college level, each student needs to be able to incorporate suggestions and respond to constructive criticism. For this reason, a revision process has been built into the reflective essay assignment.

- **Essay Draft:** You are required to hand in a double-spaced, typewritten draft of your essay on the date indicated. It is understood that this draft may be somewhat shorter and more unpolished than the final version; you should use it as an opportunity for brainstorming, writing down your best thoughts and most original perceptions about the topic in hand.
- **The Peer Review Process:** Many students find that the most perceptive, thoughtful, and constructive comments on their essays are offered by fellow students, whose diverse perspectives and responses can help you to understand what is working well, what is unclear, and what still needs improvement in your essay. Accordingly, students in this seminar will exchange their essay drafts in a peer review session (see class schedule for date and location). **Bring 3 copies of your draft essay to class for peer review.** One copy of this draft essay should be given to the Student Mentor; the remaining two copies will be peer-reviewed by fellow students and returned to you with written comments. In addition, you are always welcome to visit with Andrea or Colleen (by appointment) to discuss your first draft and your peers' responses to it.

- **Final Essay:** The final version of your essay should be substantially improved, reorganized, and reworked from the first draft. Don't just fix "mistakes"! Try to respond creatively to your peers' comments and suggestions. You may wish to introduce some new evidence, clarify the thread of your argument, or develop an entirely different theme or approach to your topic. Your instructor will read your first draft alongside your final essay in order to judge the quality of the revision.

Essay Format: Essays should be typed, double-spaced, on 8½ by 11 inch paper. Double-sided printing is encouraged (but not required). You must properly acknowledge and document any outside sources used in preparing your paper. Direct quotations must be accompanied by exact page numbers; everything you cite must be included in a list of "Works Cited." **MLA format** is preferred for all citations. To learn how to do this, visit the Purdue OWL workshop on MLA style: <http://owl.english.purdue.edu/owl/resource/675/1>

Your paper must have a **descriptive title** that indicates the main topic, theme, or approach. Please proofread your paper carefully, looking for typographical errors and checking the accuracy of quotations. Be sure to get your papers in on time, in hardcopy; I do not ordinarily grant extensions on written work, and papers may not be e-mailed. Early papers, however, are always welcome, and I will be glad to read and comment on typewritten drafts. See below, page 9, for further information about my general expectations for written work.

Academic Integrity: Please be aware of the following University policy concerning academic integrity, and consult with your instructor if you have any questions about it:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the **Student Conduct Code**, which is available for review online: http://life.umt.edu/vpsa/student_conduct.php

Grading: Your grade for this course will be based on three criteria:

- 1) **Your written work** (50%), including your **essay** (which receives a letter grade), *We Don't Have to Be Saints* and *Meeting the Ethical Challenges of Leadership Quiz*, two **journal assignments** (graded credit/no credit), and **Final Exam** (graded credit/no credit, with a "plus factor" for outstanding work).
- 2) **Your class attendance and participation** (25%)
- 3) **Your Service Learning group presentation** (25%) – these group presentations are graded credit/no credit (with a "plus factor" for outstanding work).

You can earn **Bonus Points** by attending cultural events and engaging in additional community service (hours served beyond your required Community Service Learning project). Your participation must be documented to earn Bonus Points, which is generally satisfied by a valid signature on a participation form (see *Moodle* website). Points are assigned as follows:

- **1 point for each cultural event** (including Presidential Lectures, concerts, recitals, and plays).
- **1 point for each hour of community service** performed during the Autumn semester.

You can earn up to a maximum of 40 Bonus Points during the semester. Bonus Points will affect your final grade as follows: **10 Bonus Points = 1% increment** to your final grade for the course.

PLS COMMUNITY SERVICE LEARNING PROJECT

Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

Starting the week of September 15th, students will engage in a community service learning project with their peers. Projects will be coordinated by the Student Mentor and the Office for Civic Engagement. Students from both PLS Seminar sections will choose which project they want to do and serve in small groups (7 to 10 students) with a variety of nonprofit organizations in Missoula. There will be students from both seminar sections serving on the same project. The service project itself will last approximately 3 to 5 hours. The goals of the service learning project include:

- Exposure to a challenging issue or concern in the Missoula community
- Gaining awareness about community needs and resources to address them
- Discovering aspects of personal leadership and civic responsibility
- Providing a valuable service benefitting others in the community
- Understanding the role of community organizations in supporting quality of life

The community service learning project will be incorporated into the PLS Seminar in two formal ways, 1) an in-class reflection discussion (on October 10), and 2) a group presentation at the end of the semester.

In-Class Reflection Discussion

Come to class prepared to talk about these aspects of your community service learning experience:

What?

- What happened?
- What did you observe?
- What issue is being addressed or population is being served?

So What?

- Did you learn a new skill or clarify an interest?
- How was your experience different from what you expected?
- What impacts the way you view the situation/experience? (What lens are you viewing from?)
- What did you like/dislike about the experience?
- What did you learn about the people/community?
- What are some of the pressing needs/issues in the community?
- How does this project address those needs?

Now What?

- What seem to be the root causes of the issue addressed?
- What other work is currently happening to address the issue?
- What learning occurred for you in this experience and how can you apply this learning?
- What would you like to learn more about, related to this project or issue?
- What follow-up is needed to address any challenges or difficulties?
- What information can you share with your peers or the community?
- If you could do the project again, what would you do differently?

Group Presentations

Each student is required to participate in a collaborative 15 to 20 minute group presentation. The purpose of this assignment is for each group to report out about their service learning project. It is likely that students from different sections will participate in the same service learning project. This is OK. Students will carry out their project together collectively, as one group – regardless of which course section they are in. However, the students from each section will prepare a separate report, and will present their report only in their respective section. For example, if ten students serve at a project and five are from course section 80 and five are from course section 81, they will participate in their service project together, but the five students from each section will prepare a separate report and present that report to their own section.

Your collaborative presentation should cover:

1. What is the mission of the nonprofit organization where you served and the community need the organization is addressing? What is the scope of this need in Missoula? In Montana? In the U.S.?
2. What specifically is the nonprofit organization doing to address this need? What strategies are they using?
3. Based on your experience serving to address this need, what insights, criticisms, and suggestions do you have for the organization to maximize their effectiveness at meeting this need and achieving their mission?
4. What did your group learn from this experience?
5. How might this experience shape your studies at UM?

Be sure to include statistics, visual images and photos, as well as more general information derived from reliable, authoritative sources. You should be able to gather information for your report from a various sources, including the organization itself (annual reports, program brochures, websites, etc), other volunteers who serve with the organization, and organization staff members. It may be necessary to carry out some additional research in the UM Library and online, particularly with regard to the “scope of the need” in Missoula, Montana, and the U.S.

The group should communicate this information effectively, involving all members of the group, using PowerPoint or Prezi. Be prepared to answer questions from your classmates about the report.

Please adhere to the time limits for the report, and be sure to include the names of all the presenters and the title of your report on your first slide. Please bring your PowerPoint or Prezi presentation to class on a flash drive (not a laptop), and for extra security, e-mail it to yourself. On the day of your presentation, **arrive 10 minutes before class time in DHC 117** to check out the AV equipment and download your group's presentation to the classroom computer desktop.

Student groups should meet together in the weeks before and after their service learning project to exchange contact information, discuss possible research topics, and plan the report.

Organize your presentation carefully to make the best use of your allotted time. See your instructor and student mentor for help and suggestions! Use PowerPoint or Prezi effectively to present key ideas and images, and present your report in an engaging, conversational manner. Prepare and practice your presentation so that it is seamless and well-coordinated, and please do not run over the allotted time. Presentations that run too long will be respectfully terminated by the instructor to allow time for class discussion.

For further suggestions and advice on using PowerPoint effectively, consult the *Moodle* website for this course under "Course Documents."

Appendix: About Writing

At the University of Montana in general, and in the Davidson Honors College in particular, we are working to improve student writing. Toward that end, we have prepared this brief appendix that spells out our general expectations for written work.

In the essays for this course, we are looking for five primary characteristics of good writing:

1. **Relevance.** Does the essay speak directly to the assigned topic and use reliable, authoritative materials and discussions to inform the essay?
2. **Development of Ideas.** Does the essay have a central topic, idea, or question, and state it clearly? Does the writer take a position, perhaps even an original or imaginative one? Can the reader tell what the writer thinks and why? Does the essay offer supporting evidence for the point of view? Are the arguments logical? Is the information accurate? A good analytical essay does not contain a mass of unsubstantiated opinion, but proceeds from a thoughtful opening statement, through an exploration of possible approaches to the topic, to a conclusion that seeks a larger perspective, or leaves the reader with a pithy question to ponder. A strong personal essay tells an interesting story and offers its reader a tasty intellectual feast of observation, inquiry, and reflection.
3. **Organization.** Does the reader have a sense that the writer took time to think before beginning to write? Is there evidence, even subtle, of an outline, a sense of direction, or structure? Does the reader have a sense that the writer knows where s/he is going? Are the ideas linked to one another? Are the sentences coherent? Do the paragraphs make sense?
4. **Voice.** Is the tone of the essay appropriate? For example, slang, casual speech, a conversational tone is not appropriate (except when reporting dialogue) in academic essays. Does the writer use appropriate pronouns? Is there evidence that the writer is choosing words carefully and thoughtfully?
5. **Mechanics.** Does the writer use good grammar, structure sentences fluently, use modifiers correctly, maintain a consistent verb tense? Is the punctuation correct? Does the writer spell correctly? (Use the dictionary or your spelling tool bar!)

When we read your essay, we are looking to see that your writing has the above characteristics. We will do our best to be constructive, pointing out where you have honored these criteria for good writing. We will not attempt a line-by-line edit, or attempt to correct every “mistake.” Remember, your task is not to write to the instructor but to a more general reader (such as your classmates) about the subject at hand. If you want further assistance with your writing, please call or visit the Writing Center.