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HONR 120.88: Introduction to Honors

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Fall 2014 HONR 120.88- Syllabus Introduction to Honors

Wednesday, 12:10-1:00 P.M, DHC 118

Imagining the Future

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HONR 120, Introduction to Honors

HONR 120 is a one-credit required course that provides Honors students with a common first-semester experience. The course is designed to emphasize the essentials of a liberal arts education including critical thinking, reading, writing, and speaking, as well as ethical reflection. The course also develops a sense of community and introduces students to the cultural options in Missoula and surrounding communities. Course requirements include reading the First-Year Book, *The Things They Carried*, by Tim O'Brien, writing and speaking assignments, and cultural and community service activities.

Davidson Honors College Learning Outcomes

The DHC is committed to offering students the additional resources, challenges, and encouragement to be active and collaborative learners. DHC students are expected to:

- a) be intellectually curious;
- b) develop research and life-long learning skills and habits;
- c) increase their abilities to write and speak effectively;
- d) learn skills to succeed and engage in cooperative and collaborative learning;
- e) develop skills and habits of community and public service.

HONR 120.88 Imagining the Future

Imagining the Future. We live in a world shaped by ideas, fueled by technology, and bound by lightning swift communication – much of it imagined in the past. In this class we will use an exciting collection of film clips and science fiction readings to

- 1) analyze the imaginings of the past, the predictions of the present, and the possibilities of the future,
- 2) learn how to write effective discussion questions,
- 3) work collaboratively in small groups,
- 4) and develop critical thinking and writing skills.

Whether you know your *Star Trek* from your *Star Wars* or can't tell a Cylon from a Cyborg, come prepared to let your imagination soar in lively discussions and thoughtful conversation.

Academic Honesty

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: www.umt.edu/SA/VP/SA/index.cfm/page/2585.

Communication

Check your UM e-mail at least once a week to receive important information and updates. (These weekly [announcements are archived on the DHC website](#): www.umt.edu/dhc/news.htm). UM students are required to use their UM e-mail accounts to receive university-related communications.

Disabilities

If you are a student with a disability and wish to discuss reasonable modifications for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the [Disability Services](#) website at <http://www.umt.edu/disability>.

Protocol

Always come prepared, participate, honor others in the class, stretch your minds, and give your best. If you miss class for any reason, the **replacement assignment** will be to attend an enriching event that lasts at least one hour and write a two-page reflection on the event. Discuss choices and deadlines with me before you begin.

Grading

- One short analysis/argument paper in three drafts re. *The Things They Carried* (30 percent total)
- Five typed and printed out discussion questions for each reading assignment (10 percent)
- Active participation in all classes and activities; reading all assignments for the day they are listed (40 percent)
- Group presentation/final on service assignment (20 percent)

Reading List

O'Brien, Tim. *The Things They Carried*. Boston: Mariner Books, 2009.

Silverberg, Robert. Ed. *Science Fiction Hall of Fame*. Garden City, NY: Doubleday, 1970.

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 8, and do a group presentation at the end of the semester as your final exam. Your group will report on how this service project speaks to the imagining of the future.

Essay Assignment

Over the course of the semester, you will write three drafts of 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. You are encouraged but not required to incorporate ideas from this class in your essay. In any case, your essay should follow the guidelines for the **First Year Experience Essay Contest**, available on the Mansfield Library's First Year Book page (see link under "Course Documents" on *Moodle*). Please be sure to provide a **descriptive title** that indicates the main topic, theme, or approach of your essay.

Discussion Questions

Each week that syllabus includes a "Readings" assignment, you are required to bring five discussion questions to class in **typed and printed form** and hand them into the student mentor at the end of class for grading. Good discussion questions:

- ask open-ended queries ("How does the author address the issue of technological intrusion?" NOT "Does the author address the issue of technological intrusion?")
- focus on one topic ("What does this story suggest about the historical context during which it was written?" NOT "What does this story suggest about history and society and culture and politics?")
- make connections across the course ("How does the theme of this story compare to Campbell's "Twilight" that we read several weeks ago?" NOT "How do the stories we read this week compare to all the others we have read thus far?")
- seek unique or surprising interpretations ("How would you reply to the assertion that "Flowers for Algernon" is really a treatment of human sexuality rather than human intelligence?" NOT "How would you reply to the assertion that "Flowers for Algernon" is not really very interesting?"

Course Schedule and Special Events

Week 1: Wednesday, August 27

Introduction to the course

- Introductions
- Being prepared for class, taking responsibility for your education
- Questions/discussion points
- Paper and presentation
- Engagement and class activities
 - o Service—Service project

- Academics—President’s Lecture Series and other lectures
- Culture—Festival of the Book.
- *The Things They Carried*

Special Event: Academic Convocation on the Oval - Wednesday, August 27, 8:00 p.m.

– 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!

Week 2: Wednesday, September 3

Presentation: In Library by Megan Stark.

Special Event: Honors Convocation, September 4, Thursday, 7:00 pm, UC Theater.

UM Assistant Professor Quan Ha will offer a lecture on *The Things They Carried*. A dessert reception will follow in the DHC Lounge. Honors Convocation is the grand welcoming celebration for new students in the DHC; this event is **mandatory for first-year Honors students. Make sure you sign my attendance sheet at the event.**

Week 3: Wednesday, September 10

Readings: Kidder, *Mountains Beyond Mountains*

Presentation: Kelly Webster, Director of the Writing Center to talk about Writing Center Resources and First Year Essay Contest

Week 4: Wednesday, September 17

Readings: Weinbaum, Stanely G. “A Martian Odyssey” (Silverberg, 1-23)
Campbell, John W. “Twilight” (Silverberg, 24-41)
Del Ray, Lester. “Helen O’Loy” (Silverberg, 42-52)

Week 5: Wednesday, September 24

Readings: Heinlein, Robert A. “The Roads Must Roll” (Silverberg, 53-87)
Sturgeon, Theodore. “Microcosmic God” (Silverberg, 88-112)
Asimov, Isaac. “Nightfall” (Silverberg, 113-144)

Writing: Draft one of 750-1250 word scholarly/analytical essay re. First-Year Book **due to course Moodle site by 8:00 a.m. Wednesday, September 24.**

[Review the contest website](http://libguides.lib.umt.edu/fyreading) for criteria: <http://libguides.lib.umt.edu/fyreading>.

Week 6: Wednesday, October 1

Readings: Van Vogt, A. E. “The Weapon Shop” (Silverberg, 145-180)
Padgett, Lewis. “Mimsy Were the Borogoves” (Silverberg, 181-210)
Simak, Clifford D. “Huddling Place” (Silverberg, 211-226)

Week 7: Wednesday, October 8

Discussion of Service Learning project. Bring written notes to questions below and be prepared to reflect on the experience.

Friday, October 10

Festival of the book outing. We’ll attend an event at the Festival in downtown Missoula and then go out to eat at a local restaurant compliments of donors to the Davidson Honors College. *Please clear your calendars for the afternoon and evening.* We’ll discuss details closer to the time.

Week 8: Wednesday, October 15

Readings: Smith, Cordwainer. “Scanners Live In Vain” (Silverberg, 290-321)
Bradbury, Ray. “Mars is Heaven!” (Silverberg, 322-337)
Kornbluth, C. M. “The Little Black Bag” (Silverberg, 338-362)

Writing: Draft two of 750-1250 word scholarly/analytical essay re. First-Year Book **due to course Moodle site by 8:00 a.m. Wednesday, October 15.**

[Review the contest website](http://libguides.lib.umt.edu/fyreading) for criteria: <http://libguides.lib.umt.edu/fyreading>.

Week 9: Wednesday, October 22

Readings: Matheson, Richard. "Born of Man and Woman" (Silverberg, 363-365)
Leiber, Fritz. "Coming Attraction" (Silverberg, 366-377)
Boucher, Anthony. "The Quest for Saint Aquin" (Silverberg, 378-393)

First-Year Book activities

For information about [First-Year Book events](http://libguides.lib.umt.edu/fyreading): <http://libguides.lib.umt.edu/fyreading>

Attendance at the conversation and evening lecture are encouraged but not required.

Take your copy of *The Things They Carried* in case you have a chance to get the author's signature.

Tuesday, October 28

Tim O'Brien will meet with first-year students at 3:10-4:00 p.m. in the UC Theater for a "Conversation with First-Year Students," and he will give a **public lecture at 8:00 p.m. in the Dennison Theater.**

Week 10: Wednesday, October 29

Tour of experiential learning (in care of Kyla Crisp)

- **Internships: Kevin Hood**, Internship Coordinator, kevin.hood@mso.umt.edu (ext. 4613). Kevin will explain the full range of opportunities offered by Internship Services: internships, assistance in preparing résumés, and preparation for job interviews.
- **Service Learning: Andrea Vernon**, Director, Office for Civic Engagement, Andrea.Vernon@mso.umt.edu (ext. 5159). Andrea will present information on volunteer opportunities, service-learning courses and internships, community-service work-study jobs, alternative breaks, and international service-learning experiences.
- **Study Abroad: Marja Unkuri-Chaudhry**, Assistant Director for Study Abroad, marjac@mso.umt.edu (ext. 2296). The Office of International Programs offers exciting opportunities for students to study abroad in one of 38 countries.

October ?? [Date TBA]

Service for HSA Trick-or-Eat; wear your costumes!

Week 11: Wednesday, November 5

Readings: Blish, James. "Surface Tension." (Silverberg, 394-425)
Clarke, Arthur C. "The Nine Billion Names of God." (Silverberg, 426-432)

Writing: Draft three of Essay to Dr. Shearer via Moodle **by 5:00 p.m. Monday, November 10**, and due to Kelly Webster, Director of the Writing Center, for First-Year Essay Contest, **by 5:00 p.m. Monday, November 10**: "[Send the essay](#) as an e-mail attachment (in Word document format) to kelly.webster@umontana.edu. Please type "First-Year Reading Experience Essay Contest" in the message subject line. Each author will receive a confirmation email, indicating that the essay has been received." *Note also that First-Year Essay Contest submissions should be given a title. Below the essay title, on a separate line, please indicate whether the essay is an "Analytical Essay" or a "Personal Reflection Essay." The student's name should not appear on the essay. Attach a separate sheet with a brief biography (100 words maximum), the word count, and the appropriate contact information: name, active email address, phone number.*

Week 12: Wednesday, November 12

Readings: Bixby, Jerome. "It's A Good Life." (Silverberg, 433-445)
Godwin, Tom. "The Cold Equation." (Silverberg, 449-471)

Week 13: Wednesday, November 19

Readings: Bester, Alfred. "Fondly Fahrenheit." (Silverberg, 472-489)
Knight, Damon. "The Country of the Kind." (Silverberg, 490-501)

Week 14: Wednesday, November 26

No class-Thanksgiving travel day

Week 15: Wednesday, December 3

Readings: Keyes, Daniel. "Flowers For Algernon." (Silverberg, 502-527)
Zelazny, Roger. "A Rose for Ecclesiastes." (Silverberg, 528-560)

Finals Week: Monday, December 8, 8-10 a.m., DHC 118

Final Exam: oral presentations (15-20 minutes)

NB: September 3, 5:00 p.m. - last day to add classes in CyberBear

September 15, 5:00 p.m. - last day to register for classes, add classes with override slip/electronic override, change credits in variable credit courses, or drop classes with a refund on CyberBear or with override slip/electronic override.

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 will choose which project they want to do and serve in small groups with a variety of nonprofit organizations in Missoula. 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
- Building a context for reflecting on imagining the future in the Missoula community

The community service learning project will be incorporated into this Introduction to Honors course in two formal ways, 1) an in-class reflection discussion (on October 8), and 2) a group presentation at the end of the semester.

In-Class Reflection Discussion

Come to class with some written notes and prepared to talk about the following 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?
- **How is the group you worked with imagining the future of Missoula? How might you imagine it differently?** (These will be central questions of your presentation so give the careful thought.)
- 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.

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. **How is the group you worked with imagining the future of Missoula? How might you imagine it differently? (These are the most important questions to answer and should be at the heart of your presentation.)**
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 or CD-ROM (not a laptop). On the day of your presentation, **arrive 10 minutes before class time in DHC 118** 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.”