

# *Honors Seminar in Social Sciences*

## Syllabus for HCOR 120

### and Its Linked Section of UNIV 100 (*University Seminar*)

(Fall 2002)

#### 1. Course information

HCOR 120.01, CRN 11113, 3 sem. hours. UNIV 100.27, CRN 11042, 1 sem. hour. Fall 2002, Abilene Christian University. These classes meet simultaneously, TR 1:30-2:50, Hardin Administration Building, room 100. Caveat: Schedules and assignments may change as opportunities arise.

#### 2. Professor information

##### Teachers

- Dr. Chris Willerton, professor of English and honors studies. Honors Program office: Ad 218 (674-2728). English department office: Chambers 313 (674-2259). Home phone 677-6337. E-mail: willerton@honors.acu.edu (same as willerto@acu.edu). Turn in course papers at the Honors office, not the English office.
- **Office hours:** Mon 9-10 (Eng), 1-3 (HP); T 9-11 (HP), 3-4 (Eng); W 9-10 (Eng), 3-4 (HP); R 9-11 (HP); F 9-10 (Eng), and by appointment.
- Professional information: <http://www.acu.edu/~willerto>
- **Other teachers for HCOR 120 material will be drawn from the Department of Sociology and Social Work, Department of Psychology**, and possibly other departments. **Dr. David Gotcher**, assistant professor of sociology, and **Prof. Bill Culp**, head of the sociology/social work department, will be the main planners and co-teachers with Dr. Willerton.
- In UNIV 100, Dr. Willerton has sole responsibility for assignments and grading and, like other UNIV 100 teachers, serves as your academic advisor this semester.

##### Peer leader for University Seminar

- **Rachel Bowden**, [rcb00a@acu.edu](mailto:rcb00a@acu.edu), a junior psychology major and Honors Program student. Ms. Bowden will serve as a peer mentor, organize several activities, and teach some of the material that falls within her field.

#### 3. Mission statements

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the Honors Program is to support the recruitment, retention, and nurture of gifted students by providing enhanced academic opportunities.

#### 4. Primary audience, prerequisites, and how the course fits into the curriculum

The audience is first-semester Honors Program students. Prerequisite: admission to Honors Program. HCOR 120 satisfies 3 hours of the General Education requirement (University Core and Departmental Core) for social sciences (psychology, sociology, political science, etc.). HCOR 120 is linked to its own section of UNIV 100, which satisfies the 1-hour University Core requirement

for University Seminar. Since both are Honors Program courses, they count toward requirements for University Honors distinction upon graduation. In the Honors curriculum, HCOR 120 complements the Honors Humanities courses (HCOR 221-222-223), which study history, literature, and art.

UNIV 100 is required for all entering freshmen and any transfer student with fewer than 22 hours of college credit that applies toward an ACU degree. The course must be taken their first full semester on campus.

HCOR 120 is designed to work with its own section of UNIV 100. Only in hardship cases (and with advance approval from the Honors Program office) may a student take HCOR 120 with a different section of UNIV 100.

### 5. Course description and overview of content

The spine of HCOR 120 is the **study of human behavior and of humans in society**. The spine of UNIV 100 is the individual student's **self-understanding in the new university context**. These courses fit together naturally since the study of sociology, psychology, and culture in HCOR 120 overlaps the study of learning styles, temperament, religious heritage, cultural diversity, interpersonal relationships, etc. in UNIV 100. The courses also connect in their emphasis on Christian personal development and in challenging the secularist assumptions of many social scientists.

The goal of University Seminar is to enhance the opportunity for success of first-year students. It is designed to help entering freshmen make their transition to the curricular and co-curricular aspects of the institution, to help them make significant connections to the university, and to introduce them to the concept of integrating faith and learning which is the foundation for all their courses at ACU. The Honors Program shares UNIV 100's goal of developing a heart for truth and approaching all of life from a distinctively Christian perspective.

*Check your email and your MyACU page daily. This is the only way we can make quick adjustments for opportunities in the class.*

### 6. Description of general class format and conduct of the course

The format is 3 classroom hours per week plus "lab" activity (field experience and volunteer service learning) totaling 15-25 clock hours for the semester. The student taking HCOR 120 with its linked section of UNIV 100 earns a total of 4 semester hours. In the university course schedule, these two classes are scheduled at the same time and place.

HCOR 120 and UNIV 100 both use active learning strategies that promote student involvement. In class, this means constant discussion and frequent small-group work. Outside class, this means providing opportunities to apply textbook knowledge and to promote the student's "sociological imagination" (see below).

### 7. Integration of Christian perspectives and course content (evidenced in course description, competencies, or teacher's philosophy for the course)

A course that studies the shaping of individuals and societies will naturally add religious insights to the insights of psychology, sociology, political science, and other disciplines. Thus,



a) we must **see religious beliefs as causes** of behaviors and understand their **contexts in social class, economic systems**, and so forth. We can't understand the political actions of someone like Simone Weil, Dietrich Bonhoeffer (at left), or Martin Luther King, Jr., without understanding that person's Christian convictions. We can't understand international events without analyzing the influence of Jewish, Islamic, Buddhist, and Hindu beliefs. We can't carry out Christian missions without studying cause and effect in various cultures.

b) Conversely, we must think **analytically about our own beliefs**, understanding the influence of culture, family, temperament, and so forth on what we believe. In John 8:31-59, Jesus confronts people who get God's truth confused because of their history and group identity:

To the Jews who had believed him, Jesus said, "If you hold to my teaching, you are really my disciples. Then you will know the truth, and the truth will set you free." They answered him, "We are Abraham's descendants and have never been slaves of anyone. How can you say that we shall be set free?" [And the argument goes on from there, ending with the crowd's attempt to stone Jesus.]

c) Finally, we will **challenge the materialism** of many social scientists. As Fraser and Campolo argue in one of our textbooks, some sociologists (for example) believe that physical/political cause-and-effect is the sum total of human nature and society. The teachers in this course believe that we humans "live and move and have our being" in God (Acts 17:28). We don't believe that social sciences are "value-free." On this campus, there is no psychological/sociological/political study that does not include God's perspective. Indeed, **Christians need a "sociological imagination"** to be sensitive to social conditions and carry out God's mandate to "let justice roll on like a river" (see Amos 5:24 and the 143 other scriptures that mention justice).

**Students from other religions** should not be uneasy about this Christian emphasis. As the University achieves greater diversity, more and more students will enroll who are nonChristian (e.g., Buddhist, Muslim, Hindu). We urge them not to feel penalized or intimidated when class discussion follows a Christian emphasis but rather take advantage of insights into an important religious system and historical force. These students are important to ACU's effort to promote cross-cultural understanding. We encourage them to examine Christianity candidly, and we welcome their using the papers, exercises, and discussions in this course as a forum.

**8. Goal** or overall outcome of HCOR 120 and its UNIV 100 stated in performance terms

1. To help honors students develop a spiritual vocation—a fusion of each one's professional and religious aims
2. To provide honors students with deeper study of theories of individuals and societies than are provided in regular University Seminar
3. To develop honors students cognitively and affectively: They will not only exercise critical and integrative

**"Vocation does not come from willfulness. It comes from listening.... Vocation does not mean a goal that I pursue. It means a calling that I hear" Parker J. Palmer, *Let Your Life Speak: Listening for the Voice of Vocation***

thinking through case studies and discussions, they will explore at length the issues of identity, service, relationships, personal ethics, life purpose, etc.

4. To help honors students with the transition to college, integrating them successfully into the academic, spiritual and social realms of the university and helping them choose a major and a career that utilize their gifts.

**9. Competencies** in student performance terms  
**10. Course requirements** with evaluation methods correlated with competencies

Competencies (goals in performance terms)--a combined list for HCOR 120 and UNIV 100.	Measurements
Examine the concept of Lordship and of an integrated life of faith. Analyze how Christian faith influences one's identity and values. Recognize the benefits of diversity within a Christian context.	Portfolio entries, class discussion
Adjust to the spiritual, academic and social aspects of ACU. Develop meaningful relationships with your instructor, peer leader and fellow classmates. Explore ACU's distinctive Christian mission, history and heritage.	Portfolio entries, class discussion
Appraise and improve your time management skills. Explore learning styles and develop study strategies that maximize your strengths. Demonstrate effective use of library and Internet resources.	Portfolio entries, library exercises
Practice problem solving and critical thinking skills.	Papers, volunteer work
Evaluate your God-given gifts and review majors that utilize those gifts.	Class discussion, academic advisement sessions
Understand selected topics in psychology and sociology. Be able to see applications in one's self-understanding and in policy areas such as social justice, church growth, public education, and economics.	Class discussion, case studies, papers

**11. Grading criteria and requirements** for major projects and papers and  
**12. Course grade:** components, weights, scale, policies, special practices

**Basis for course grades**

The items listed for each course will be collected into a separate portfolio (manila folder).

For HCOR 120	For this section of UNIV 100*
<b>35% Papers.</b> Paper 1 (10%), Paper 3 (15%), and Paper 3 (10%).	<b>30% Papers.</b> See at left. The grades for those papers will go into the averages for both courses.
<b>30% Lab experience documented in your portfolio.</b> Students will carry out <b>15-25 clock hours</b> of lab experience, covering three out of five types (service learning, film case study, interview, field trip, workshop). The	<b>30% Other assignments</b> See at left. The grade will go into the averages for both courses.

three must include volunteer service learning (at least 6 hours). The grade is based on the number of hours, quality of effort as reported by supervisors, and quality of writing.	
<b>25% Examinations.</b> Three exams including the final, covering reading and class discussions	<b>20% Portfolio assignments/quizzes.</b> These will range from quizzes over the readings to assignments to be submitted, returned and filed in a portfolio folder.
<b>10% Presentations, Quizzes</b>	<b>10% Library assignment</b>
	<b>10% Degree Plan assignment</b>
	*NOTE: If you are in a different section of U100, follow its requirements.

**Grading policies for HCOR 120 and UNIV 100**

1. You cannot skip an exam or a major paper. A zero will be awarded (awarded??) if you skip a minor exercise.
2. Grade equivalents for exams and papers follow this scale: A = 100-92, B = 91-83, C = 82-74, D = 73-65. See below for advice about grading standards.
3. Late assignments are penalized 3 points per calendar day. They are due at the Honors Program office by 5:00 p.m. on the due date; if they arrive after 5:00, they are counted as being turned in the next day.
4. To pass the course, you must attend 80 percent of class meetings and must do 15 clock hours of lab activities.
5. The “Pass/Fail” option is available for UNIV 100 but not for HCOR 120.
6. Withdrawal and Repeat Policy:

For major papers, printed copies must be received by 5:00 on the due date but electronic copies may be placed in the dropbox the next day. Deadlines will not be ignored because of computer or printer problems. It is your responsibility to start early enough to cope with technical problems.

- If you withdraw with a **passing** average (WP) from HCOR 120, there is no harm to your Grade Point Average (GPA). To satisfy degree requirements, you must replace HCOR 120 with any 3-hour course in the social science category (see the *Undergraduate Catalog*). But if you withdraw with a **failing** average (WF) from HCOR 120, the mark of WF counts as an F in your GPA. A grade of WF in any course will continue to count as an F until you wipe it out by retaking the course you dropped. Retaking HCOR 120 will be very awkward since it is offered only in fall and is not constructed for sophomores.

Students are not permitted to withdraw from University Seminar. Students who fail University Seminar will be required to take Academic Advance 111: Developmental Study Skills during their next semester at ACU.

**13. Texts, readings, materials of instruction (tools) needed for the course, and course supplements/resources available to students**

ACU Academic Planner 2002-2003  
 Berger, Peter L. *Invitation to Sociology* (1963)

[Davis, Mark, et al, eds.] *A Roadmap to Success*. 3rd ed. (University Seminar textbook, fall 2002)  
 Fraser, David, and Tony Campolo, *Sociology Through the Eyes of Faith* (1992)  
 HCOR 120 Web site (Log on to MyACU, Click Courses, then choose 0310\_HCOR12001.)  
 University Seminar Web site (For all sections of UNIV 100)

Reference texts available at the ACU library:

Childers, Jeff W., Douglas A. Foster, and Jack R. Reese, *The Crux of the Matter: Crisis, Tradition, and the Future of Churches of Christ* (2001).

**14. Tentative course outline and calendar--*This will be revised!***

**Caveat:** Requirements, assignments, and schedules will be changed as opportunities or difficulties arise. This semester, the schedule is flexible because we are still working to schedule teleconferences and guest speakers. You will be notified of changes through handouts in class and by announcements posted on MyACU or emailed. Students who are absent are responsible for getting these assignments from classmates, the teachers, or the class web page on MyACU.

Several holidays are noted for their cultural significance. Some campus events are noted since they affect your scheduling.

HCOR 120 readings, assignments	U100 assignments
Aug 27 Intro to course. (lead teacher CW). In class begin "map of influence" exercise to analyze how your identity has been shaped so far. This will be your first portfolio exercise for HCOR	
Aug 29 Turn in maps, discuss. Roadmap chs. 1, 2 (Search, Maze) (lead CW). Be ready to discuss <b>how people become</b> relativists or otherwise. How did Rosemarie, Jesse, and others in the story become the people they are? Set viewing times for video, <i>'Master Harold' and the Boys</i> , a good subject for writing a case study.	Maps also count for U100
Sep 3 Roadmap ch. 3 (Diversity) (lead CW). In class finish discussing glossary of sociological terms. Group reports due (portfolio assignment 2-1 on U100 site, in teams of three). Counts as portfolio assignment 2 for HCOR.	Group reports count for U100
Sep 5 Berger, ch. 1. (lead DG) (Sep 7, Rosh HaShanah begins 10 days of penitence leading to Yom Kuppur)	Portfolio assig 3 for U100 (do 3-1 on U100 site, individually)
Sep 10 Berger, ch. 2; Fraser ch. 8 (Case Study in Socialization) (lead DG) → Your lab work should be underway. This is week 3. By now you should be turning in a journal entry about service learning, a case study, an interview, or something else toward your 15-25 hours. (Sep 11, Remembrance Day.)	
Sep 12 Berger, ch. 3 <b>Paper 1 due.</b> Paper 1 (research required): Reflection paper on "Case Studies in Childhood Socialization" (4 pages) due at beginning of class. Discuss	

<p>papers. (Sep 16, Yom Kippur--Day of Atonement)</p>	
<p>Sep 17 Berger, ch. 4. Amy Deming presentation on <i>Ceremony</i> and <i>House on Mango Street</i>. Eric Hendricks on Study Abroad. <b>Portfolio Check.</b></p>	
<p>Sep 19 Berger, ch. 5. "Intro to Searching" exercises due at the beginning of class. Download it from <a href="http://www.acu.edu/academics/library/univseminar/">http://www.acu.edu/academics/library/univseminar/</a>. The same Web page has links to three documents with information needed for the exercise. (Tip: One resource for the exercise, Academic Search Premier, has a quick link at the top of the ACU library page.) → Guest speakers in class—Lorinne Burke and French of the Crow Reservation.</p>	<p>Library searching exercise</p>
<p>Sep 24 LIBRARY TOUR. Meet in upstairs lab of ACU Library for staff <b>intro to library and social science research</b>. During the session, you will start the Career Exercise. Finish it outside of class and turn it in to Ad 216. → CALENDAR ITEM: We expect you to attend your major department's advising meeting in the next couple of weeks. Please find the date and time at <a href="http://www.acu.edu/advising/meetings">http://www.acu.edu/advising/meetings</a> and put it on your calendar.</p>	<p>Career exercise</p>
<p>Sep 26 Turn in career exercises from Sep 24 begun during library tour. Do the career exercise. Narratives should be short. Stay under the 350-word limit (about 1 1/2 pages double-spaced). In class, we will assign Paper 2 and take questions about Paper 1. → Fill out <b>Freshman Survey</b> in class (45 min.).</p>	
<p>Oct 1 Discuss Roadmap chs. 10-11 ("God's Will," "What Are You Doing"). Don't fill in the blanks unless you want to. <b>Degree Plan assignment</b> due at first of class. It's on MyACU under UNIV 100. The degree plans you will use are at <a href="http://www.acu.edu/advising/plans">www.acu.edu/advising/plans</a>. Don't neglect your HP requirements (available in your Honors Handbook and at <a href="http://www.acu.edu/academics/honors/">www.acu.edu/academics/honors/</a>) and Study Abroad plans. → <b>Advising appointments this week. Honors students register Monday, Oct. 14. Before that, they must see their advisors to get their computer access turned on. On Oct 14, they will enter their own schedules for spring.</b> Distribute study guide for Mid-Term Exam (terms and topics to focus on from past reading).</p>	<p>Degree plan assignment</p>
<p>Oct 3 <b>Advising appointments continue this week.</b> Berger, ch. 6 (Dr. Gotcher. CW gone to conference.)</p>	
<p>Oct 8 <b>Exam 1.</b> After exams are turned in (30-45 minutes), we will discuss the research for Paper 2.</p>	
<p>Oct 10 <b>Portfolio Check.</b> Turn in portfolios at class or HP office. Roadmap ch. 8 (So Much), ch. 9 (Avoiding), [Mid-term averages will be turned in Oct. 11. They should reach you shortly.] Roadmap, chs. 4-5 (No Ordinary, Education). Childers, ch. 4 handout (Family Resemblances).</p>	
<p>Oct 15 Road ch. 6 (How). <b>Complete the exercises on pp. 77-79, 84, and 87-89 and bring them to class.</b> They will go into your portfolio after we discuss them in class. The day's topic is learning styles and personality types.</p>	

Oct 17 Continue Road ch. 6. [Oct 19 Homecoming]	
Oct 22 Catch-up day	
Oct 24 <b>Paper 2 due.</b> Paper 2 (Research required): Reflection/research essay on an issue of social justice (5-7 pages, minimum 5 sources). The issue may be local, national, or global. <b>(Fall Break is Oct 25.)</b>	
Oct 29 Study of society: Fraser ch. 15 (What Christians Want)	
Oct 31 Fraser ch. 10 (Perennial). (Nov 1 is All Saints Day in Mexico. Nov 2 is the Day of the Dead)	
Nov 5 <b>Portfolio Check.</b> Turn in portfolios at class or HP office. Fraser ch. 7 (Sociological Paradigms). <b>Feedback day</b> <b>(Nov 6, Ramadan starts--the Islamic month of fasting</b>	
Nov 7 Fraser ch. 9 (Rise Modern World), ch. 11 (Biblical Accent).	
Nov 12 Fraser ch. 12 (God & Culture), ch. 13 (Theological Paradigms) <b>Be finished with at least 10 lab hours. (Be finished with 15 if your target is 25.)</b>	
Nov 14 <b>Second Exam</b>	
Nov 19 BE FINISHED WITH AT LEAST 15 LAB HOURS. FINAL DEADLINE TO TURN IN LAB WORK IS THURSDAY AFTER THANKSGIVING.	
Nov 21 Fraser ch. 14 (Thinking Christianly About Society). (Nov 22, Nuzul al Qur'an--First Revelation of the Holy Qur'an to Mohammed)	
Nov 26 <b>Portfolios Due.</b> Turn in portfolios at class or HP office. This is your <b>deadline to turn in documentation for 15 lab hours.</b> You can do additional hours until Dead Day (Dec. 9). Fraser Ch. 15 (What Christians Want)	
Nov 28 No class. Thanksgiving break. (Nov 30, Hannukah, the Festival of Lights.)	
Dec 3 Fraser ch. 16 (Kingdoms)In class do <b>course evaluation.</b> Final portfolios due <b>including Paper 3,</b>	Final portfolio due
Dec 5 Fraser ch. 17 (Sociology and Faith) (Dec 6, 'Id al Fitr--end of Ramadan. Dec 7, Pearl Harbor Remembrance Day.)	
Dec 9 Dead Day. DEADLINE FOR WRITEUPS AND OTHER DOCUMENTATION ON LAB HOURS. (ACU's Dead Day is not the Dia de los Muertos! It is a day when supposedly there are no meetings and faculty members are available in their offices.)	
Thurs, Dec. 12 Final Exam, noon-2:00 in regular classroom. (Dec 12, celebration of the Virgin of Guadalupe, Mexico)	

**Pertinent scriptures for Honors Program students**

“Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving” (Col 3:23-24).

“Whatever your hand finds to do, do it with all your might . . .” (Eccl 9:10).

“From everyone who has been given much, much will be demanded; and from the one who has been entrusted with much, much more will be asked” (Lk 12:48).

## 15. Details on assignments, procedures, and standards

### 15a. Descriptions of essay assignments

**Paper 1** Reflection paper on “My Socialization and Others’--An Analysis” (3 pages)

**Paper 2** (Research and documentation required): **Reflection/research paper on an issue of social justice** (5-7 pages). The issue may be local, national, or global. For Paper 2, draw from at least five sources. "Draw from" means you must quote, paraphrase or summarize information from each source and document it properly. The five sources must include one book, one printed article, and one Web site. "Document properly" means give parenthetical references to your sources, and list them as Works Cited at the end of your paper, in proper bibliographical form. At least half the paper should be your own analysis and argument.

And what does the Lord  
require of you? To act justly  
and to love mercy and to walk  
humbly with your God.  
*Micah 6:8*

**Paper 3 Reflection on an Issue from the Course** (Research optional). Deadline: December 4. You are to write a 4-5-page essay with your personal reflection on some issue or social/psychological phenomenon you have discovered through this course. Beware of making the paper too general or of trying to cover more than one issue. Explore one to three **examples** of your issue in some detail. A paper with only generalizations will receive a B or C.

For a separate grade, you will present your reflections orally to the class. (Don't read the paper aloud but summarize and expound. Visual aids, PowerPoint, skits, etc. are welcome.)

### Grading standards on papers

1. The grade on a paper depends, first and foremost, on how well it meets the specifications of the assignment. Second, it depends on the paper's being mechanically sound. A research paper must be documented parenthetically and have its list of sources in proper form. Beyond that, **the better grades go to the papers that are more accurate, well-illustrated, smoothly written, persuasive, and insightful. These papers will go beyond the minimums for length and number of sources.**
2. On a research assignment, the better grades will go to the papers that use better sources, show evidence of real effort in the research, and handle the research data intelligently. Be cautioned that a research paper should not consist 100 percent of borrowed information; from 20-30 percent should be the student's own thought, and the rest should be borrowed information that **supports the student's argument**. Use several colorful or striking quotations, but never let quotes make up more than 10-15 percent of your paper.

3. You are welcome to consult me for ideas for your paper or have me look over a rough draft. I do not do proofreading, but I do advise on focus, arrangement, style, and so forth. I'm always happy to consult on bibliographical forms, too.
4. **Avoiding plagiarism** has several aspects: acknowledging sources, indicating quotations clearly, and making sure that paraphrases are not semi-quotations. Acknowledge sources with parenthetical references and list of sources at the end. Remember to document information or ideas that you've used in *any* fashion—whether you've quoted **or** paraphrased **or** summarized. And a paraphrase, remember, must be distinctly different wording from the original.
5. To indicate that you've quoted (reproduced something word-for-word), you **must use quotation marks** (or use "blocking" if the quotation is over four lines long). Helpful guides to these matters are *The Everyday Writer* and *St. Martin's Guide*.
6. A paper containing plagiarism—even unintentional plagiarism—will earn a zero. **Even forgetting to use quotation marks** is a form of plagiarism **even when** the source is acknowledged in a parenthetical citation. When plagiarism shows willful intention to deceive, it justifies expulsion from the course with a grade of F and possibly further action by provost.

### 15b. Documenting Your Lab Experiences (field experience/service learning)

Doing 15 lab hours is the minimum for a grade of C on the assignment, and it is a requirement for passing the course. Fifteen is a **very** modest minimum—an hour for each week in a semester. (A lab for a chemistry course takes over 50 clock hours.) Students attempting a B on the assignment will do 20; to attempt an A, they will do at least 25. Doing more is fine, but doing 25 is sufficient because of the writing required.

Grades for each lab activity will depend on **quality of effort** (as reported by the supervisor or grader) and **quality of insight** in the writing. If you're not satisfied with the grade on a given lab activity, you may do an extra activity of the same kind and use its grade to replace the lower one. Final note: breadth and variety are desirable. You could do more than three types of lab or you could have variety within the types—several different services projects, for example, or interviews with people in different fields.

- What kind of volunteer work is acceptable? Go by the guide *Service Defined* issued by the Volunteer Service Learning office, downstairs in the Campus Center. For U140, we are happy to accept all three types of service—to community, to ACU, or to church.
- **Can you count the same volunteer work for another class? No.** Some teachers might not mind, but the official rule is in the *Service Defined* guide: "Service activity completed to meet a requirement in only one area."
- Can you count the U140 volunteer hours for a **Presidential Scholar requirement? Yes**, because this is an Honors Program course. That's the only guaranteed way you can double-count the same hours. This exception to the *Service Defined* rule is published in the *Presidential/National Merit Finalist Guide*. For LYNAY scholarship students, some overlap in service hours will be accepted if arranged in advance. Talk to the teacher of this course and to Dr. McCaleb.

Note: Every lab activity must have (1) documentation and (2) written reflection. Except for notes from an interview, which must be typed, the written product may be either typed or handwritten. The suggested page lengths assume double-spaced typing (handwriting comes out about the same word count). Length may vary with the subject matter, of course. An interview could run over the suggested length. A reflection on picking up trash as a service project will probably run less.

The reflections are not expected to be painstakingly formal essays. They are more like journal entries. Be informal and personal but not sloppy. Have some concrete details about place, time, objects,

people, so the reader can see the material you're working with. Include the date that you did the activity or saw the film. Make your insights as profound or as simple as the subject matter warrants. Not every lab experience will be profound. If the activity is pretty simple and mindless, don't go cosmic with it unless it honestly affects you that way. Spiritual writer Annie Dillard seems to be affected that way by everything, but that's her gift.

You may submit physical copies to the teachers or the Honors office in Ad 218, or you may email Word or WordPerfect files to [willerton@honors.acu.edu](mailto:willerton@honors.acu.edu). The **time limit** for turning in written reflection is a week after the event, but extensions can be arranged for good reason. Tardy papers may have their grade lowered. The **deadline** for completing lab experiences and turning in write-ups is **December 4**. So you cannot have a full week to write up some activity in late November.

Again, your lab experience must include volunteer work and at least two other types from this list.

Activity, credit	Documentation	Writing
Volunteer service learning (minimum 6 hours, no maximum)	VSL sheet signed by supervisor, turned in to VSL office. Writeups submitted in HCOR portfolio	All volunteer work is good, but not all will afford much learning. Choose projects you can reflect on. In your writing, tie the experience (Habitat, Meals on Wheels) to some concept or theme in the course or to some issue in your life. For a few hours' work, 1-2 pages total is enough. For volunteer work over several days or weekends, you must write several brief entries or a 4-6 page summative essay.
Film case study (Each counts as 2 clock hours regardless of actual length.)	Your name on a sign-in sheet. You must <b>watch the film as part of a group</b> to have the benefit of discussion. To write up a film you saw before the course started, you must watch it again, with other students.	Write a <b>case study</b> of the character(s) presented in the film. In your title, explain what it's a case study of -- "A Case Study in Racism," "A Case Study in Emotional Dependency," etc. Treat the film as a case study for some concept or theme in the social sciences. Recommended length 2 pages. Discuss the film before writing. Graders will not object if papers have similar observations as long as they are not identical in thought and phrasing,
Interview with a social science professional or with a personal from another culture (usually 1 hour, maybe 2)	Your notes from the interview, signed and dated by the interviewee. It's OK to turn in the rough notes to show the signature, then submit the typed notes without signature.	Typed notes from the interview, with a half- or one-page reflection at the end. Yes, you may use the interview as a source for one of your major papers. Possible interviewees: social worker, city official, professor who actively does research, high school counselor, nursing home administrator, museum curator, psychiatrist, legislator. You could ask a social science professor for ideas.
Field trip (Sponsored by a class or organization. Earns maximum 5 hours)	Your name on a sign-in sheet or roll-check	A worksheet may be given out (e.g., for a City-As-Text expedition). Otherwise, write a page or two on some specific feature of the trip (i.e., narrow to one person or incident or location of cultural or political interest).
Workshop or conference (Sponsored by organization. Count the hours spent listening to the paper/panel/performance.)	Copy of your registration form or a note signed by a faculty member or presenter	Write a page or two reflecting on some paper or panel or performance at the event. Tie it to some concept or theme in the course or to some issue in your life. Certainly you can write up several. If you sit through three panels at an hour apiece, you earn three hours and can write them up individually or in a comparison.

### 15c. Description of portfolio

Your portfolio is a manila folder that accumulates your work in the course and tallies the hours earned for lab experience. The advantage of a portfolio is that the student gets to do a long-range meditation on her work, can see how the work has improved since week 1, and can see how themes or concerns develop. It also lets the student review work that has letter grades **together with** other work that has checkmarks or numerical grades. Otherwise there's a misleading compartmentalization according to the grade method.

The product of a course is not a grade or a paper. **The product of a course is a changed student.** Ideally, assembling one's portfolio helps one realize the development that has taken place.



### 16. Course policy on attendance, academic dishonesty, late work, make-up, drop/withdrawal, extra credit, etc.

You must attend at least 80 percent of class meetings. Excused absences are death in the immediate family, documented illness, or official ACU-sponsored trips. See the instructor if you have any special circumstances you need to discuss. Students who participate in official University activities (band, athletics, debate, etc.) must provide the required University form a week in advance.

Late work is penalized 3 points per calendar day. All major assignments must be turned in. No assignments will be accepted more than three weeks late. (Corollary: A student who is more than three weeks late on a major assignment cannot pass the course.)

Make-up work or rewrites will be permitted only for good cause.

Intentional **plagiarism** and other forms of dishonesty will be dealt with according to the university statement on academic integrity (below) and the *Student Guide*. Unintentional plagiarism and other forms of incompetence will be dealt with according to the English department's policies on academic integrity. Penalties range from lowering of an assignment grade to failure in the course or expulsion.

### 17. University policies on Academic Integrity (plagiarism, cheating on papers, etc.)

Students should use the following guidelines to understand more fully what constitutes academic dishonesty and how ACU will respond to various types of inappropriate academic behavior. While academic dishonesty may take different forms in different fields of study, the situations described below are representative.

#### ***Minor Errors Committed Through Ignorance or Carelessness***

##### **The Student's Action**

Some instances of inappropriate academic behavior result either from (1) a student's incomplete grasp of ethical procedures or (2) a student's failure to follow proper ethical procedures. Such actions may be represented by the following:

- A student quoted a source directly and acknowledged the source both in the text and on the Works Cited page, but failed to place quotation marks around several direct quotations;
- A student borrowed from sources listed on the Works Cited page, but failed to supply parenthetical or other documentation for several sentences;
- In most cases a student handled parenthetical or other documentation correctly and listed most sources on the Works Cited page, but failed to document and cite a source from which a few ideas/sentences were taken;
- A student engaging in legitimate collaborative learning with another student or a tutor nevertheless relied too heavily and too often upon the exact phrasing employed by the other person.

### **Responses by the Teacher**

In such cases the teacher may judge that the academic misbehavior is the result either of ignorance or carelessness, and may thus treat the error like any other mistake. The teacher is therefore obliged to lower the grade on the assignment in proportion to the incidence of the error. The student should be aware that his/her ignorance or carelessness regarding proper ethical procedure in writing may be so pervasive as to warrant an *F* or lower on the assignment. As with any other mistake, the fact that it was committed out of ignorance or carelessness does not remove the penalty.

### ***Major Misattribution or Misrepresentation***

#### **The Student's Action**

In some cases clear and compelling evidence exists that a student has extensively plagiarized or committed extended acts of academic dishonesty. Such deceptions are so self-evident that they cannot be attributed simply to carelessness, ignorance, or misunderstanding. The following scenarios are examples of such academic misconduct:

- In his/her paper a student borrowed extended sections (whole sentences and phrases) or an entire essay from a published or unpublished source without acknowledging any source in the text, in a note, or on the Works Cited page;
- A student borrowed, purchased, stole, or otherwise obtained a paper from another individual or company or online source and presented it as his/her own;
- A student stole a copy of a test or assignment, with the purpose either of securing unfair advantage or of sharing the test/assignment with others so they might secure unfair advantage;
- A student gave or sold a paper to another student in full knowledge that the second student intended to submit the paper as his/her own work;
- A student, without the teacher's permission, used information from notes, textbooks, or fellow students during an examination or an in-class assignment.

#### **Responses by the Teacher and Appropriate Administrators**

In such cases, after conferring with two other teachers to determine that the evidence is clear and compelling, the teacher will give the student a zero on the assignment. In Dr. Willerton's classes, a zero on a major assignment will cause the student to fail the course. The teacher will report the violation to the department chair, the student's dean, and the Vice President for Academic Affairs. The Dean of Students will begin immediate proceedings against the offender and will keep a record of the case in a permanent, centralized student file.