

Course: IDH3701: Honors Service Learning and E-Portfolio, Spring 2024

Instructor: Elizabeth Barrett

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Office Location: Pace Hall, Room 180A

Course Meeting Time: Wednesday, 11-11:50AM

Office Hours: Tuesday 10-11 AM or by appointment

Course Description:

Students will be introduced to various professional development topics with the goal of preparing the student for their future careers. Students will self-select a group based on their career goals and interests to learn more about the specifics of that career path. Students will also learn how to access and develop the online e-portfolio software and study basic approaches to e-portfolio development. Students will explore how to align their service activities with future career goals.

Student Learning Outcomes (SLOs):

- Articulate career goals and expectations and identify steps needed to achieve these goals.
- Understand the resources available at UWF and in Honors for continued professional development opportunities.
- Develop a sense of identity and reflect on this identity to consider both career goals and service objectives.
- Articulate key components of successful e-portfolios
- Learn basic requirements for the Honors e-portfolio system
- Create professional materials and solicit feedback

Topics:

- Identity Types
- Leadership Styles
- Career Exploration
- Resumes/Cover Letters
- Time Management/Communication
- Interviewing Skills
- Networking Skills
- E-Portfolios
 - Overview
 - Artifact Selection
 - Critical Reflection

Course Materials:

There are no required textbooks for this course. All necessary materials will be provided either in class or in Canvas. Students will need access to the internet, Canvas course, and email to be successful in this course.

Grading:

This course is a Satisfactory/Unsatisfactory grade format. However, points will be assigned for each assignment as listed below. Assignments are submitted via Canvas unless otherwise stated. Please refer to the Course Schedule in Canvas for all deadlines. Students will be required to make a 60% or above to receive a Satisfactory grade in the course.

Participation = 10pts for each class meeting (15 total meetings, you're allowed to miss **one**, you will receive credit for 14 meetings. Bonus points will be awarded for perfect attendance.)

Identity Activities Report = 5pts

Welcome Discussion Board = 5pts

My Story Paper = 5pts

Choose a Track Form = 5pts

Informational Interview Preparation = 5pts

Draft Resume/Cover Letter = 5pts

Mentor Selection Form = 5pts

Meeting One and Two Reflections = 5pts each (10 pts total)

Time Management Activity = 5pts

Communication Activity Discussion Board = 5pts

Interview Workshop Group Assignment = 5pts

Academic Success Timeline = 5pts

Questions for Panel = 5pts

Mentor Interview Reflection = 5pts

E-Portfolio URL Submission = 5pts

Final Resume/Cover Letter = 40 pts

Final Draft E-Portfolio = 40 pts

Extra Credit = 2pts per activity completed

Total Possible Points: 300pts (minus the extra credit)

Satisfactory = 60%-100%

Unsatisfactory = 0-59%

Grade is calculated by dividing the number of points earned by 3. For example, 180 points earned will result in a 60%.

Assignment Overview:

Participation - Students are expected to attend all class meetings and participate in course activities. Participation is defined as being in class, actively engaging with the lecture or activity when appropriate, and demonstrating knowledge of subject matter when appropriate. Students will receive full credit for attending each class meeting and demonstrating participation. **The**

participation policy is that you get one free excused absence a semester, but you must communicate with the instructor before class to have it excused.

Identity Activities Report - Students will complete two personality quizzes (Myers-Briggs and True Colors), one career exploration quiz (College Board), and one value-identification activity. Upon completion, students will input their results into the survey created in Canvas. **Due: 1.16.24**

Welcome Discussion Board - Students will introduce themselves to the rest of the class through a discussion board posted to Canvas. Students will also be asked to reply to at least two classmate's posts. **Due: 1.16.24**

My Story Paper - Students will write a 2-3 page, double-spaced paper about themselves. A separate prompt and rubric will be provided in Canvas. This paper will be a reflection of their journey to get to where they are now, a discussion of future plans, and a reflection on why they made the choices they have to get to UWF/Kugleman Honors. **Due: 1.23.24**

Choose a Track Form - Students will be introduced to six tracks for group work within the course. The tracks are as follows: Law School, Medical School, Graduate School- Arts and Humanities, Graduate School - STEM and Business, Workforce, and Undecided. Students will make a decision based on their career goals, identity test results, and advice provided from the instructor. **Due: 1.30.24**

Informational Interview Preparation - Students will be asked to conduct research on their chosen mentor, completing a worksheet to answer questions in order to prepare for the Mentor Reflection Activity later in the semester. **Due: 1.30.24**

Draft Resume/Cover Letter - Students will learn about resume and cover letter writing in class. Students will then submit a draft of these documents to Canvas for review. A separate rubric will be provided in Canvas for students to use when creating their resume/cover letters. **Resume Due: 2.6.24 Cover Letter Due: 2.13.24**

Mentor Selection Form - Students will be asked to identify a professional mentor to work with throughout the semester to aid them in reaching their career goals. Mentors should be either Honors Alumni, Current UWF Faculty/Staff, or UWF Alumni. Students who wish to choose another mentor that does not fit in these categories will be asked to justify their selection to the course instructor. **Due: 2.13.24**

Mentor Interview Reflection - Students will be asked to interview their selected mentor, asking questions that are provided in Canvas and adding their own questions as desired. After the interview, students will answer questions provided by the instructor in Canvas. The final paper should be 2-4 pages in length and double-spaced. **Due: 2.20.24**

Meeting Reflections - Students will be asked to reflect on two unique course meetings, where specially prepared activities will be assigned to students instead of course meetings. Students will be given a prompt in Canvas and asked to write to complete the prompt. **Due: 3.19.24 and 4.9.24**

Time Management Activity - Students will be asked to complete a time management activity, selected by the instructor and posted in Canvas. This activity will require students to analyze their own time management abilities and identify ways to improve their skills. **Due: 2.27.24**

Communication Activity Discussion Board - Students will be asked to record themselves addressing the following prompt: "What topic can you give a 5-minute, impromptu lecture on?" while giving the impromptu lecture in their video. This video will be posted to the discussion board in Canvas. Students will then be asked to identify 3 things they observed that they liked and three things they observed that they didn't like about at least 2 other peer's videos. **Due: 2.27.24**

Interview Workshop Group Assignment - Students will be given a demonstration of a good, a bad, and a mediocre interview in class. After this demonstration, students will be grouped together based on their chosen track and asked to complete a three-part assignment as a group. The first part will be to identify what was good and bad about each of the interviews. The second part will be to identify, through research and discussion with their mentor, common interview questions for their chosen field. Finally, students will be asked to film their own, unique demonstration of a good interview, using some commonly asked questions and the questions they identify through their research. **Due: 3.5.24**

Academic Success Timeline - Students will be provided with a blank timeline and instructions to complete the timeline in Canvas. Students should use this activity to think about their future careers and how they will reach their goals in the time they have remaining in college. **Due: 3.12.24**

Questions for Panel - Students will be asked to provide 1-2 questions minimum for a panel of Honors Faculty and Staff members who will be present in class the following week. Questions may be asked by the instructor to the panel. **Due: 3.12.24**

Final Resume/Cover Letter - Students will receive feedback from their instructor on their draft resume/cover letters and will be asked to revise their documents accordingly. Additionally, students will be asked to seek feedback from their mentor, the Office of Career Development and Community Engagement, and their peers. **Due: 3.26.24**

Final Draft E-Portfolio - Students will develop an E-Portfolio that follows the rubric provided in Canvas. E-Portfolio will demonstrate a student's academic journey up until the end of this semester. Students will receive feedback on their E-Portfolio and will continue to improve it until the end of their Honors career. Students will be assigned a presentation date. Students will

receive full credit for addressing each part of the rubric. **URL Due: , Presentations: 4.10.24, 4.17.24, and 4.24.24.**

Extra Credit - Students will be provided with weekly opportunities for extra credit. Extra credit opportunities are worth two (2) points per completed activity. Activities will be posted at random in one of the following locations: Class Canvas Course, Kugelman Honors Program Canvas Course, Weekly Kugelman Honors Program Newsletter Email, Weekly "From the Director's Desk" Newsletter Email, the Weekly Honors Update Slide, or Kugelman Honors Program Social Media (Instagram or Facebook). For week one, students will email Elizabeth Barrett (ebarrett1@uwf.edu) with a memory of something fun you did during the winter holidays, pictures are welcome. Students will receive full credit for completing each activity thoroughly and on time. Late submissions will not be accepted for extra credit. Submissions are due by 11:59 PM on Saturday of the week it is posted. Extra credit will be posted by 5pm on Friday each week.

Instructor Expectations:

This course is meant to teach students professionalism. We expect students to communicate regularly with instructors through professional email or verbal communication. Professional communication is defined as communication that occurs well in advance of deadlines, typically 2-5 business days prior to the deadline at minimum. Instructors will respond to your emails in a timely manner, typically within 1-2 business days, and will observe the same professionalism we expect from you. If any anticipated delays in response are expected, instructors will communicate this to the class during class meetings.

We expect you to be open to learning new concepts and interacting with new people. Please pay attention to all deadlines and requirements and ensure timely completion and submission of each assignment. Failure to meet deadlines may result in a loss of points on the assignment. Any changes in the course will be communicated timely and in multiple locations to ensure that you are aware of any changes. Additional expectations will be shared on the first day of classes.

Late Work Policy:

Students will be allowed to turn in a **single** assignment after the due date (no questions asked). If this occurs, you must notify the instructor within 48 hours of the missed assignment, including holidays and weekends. For every day that it is late, you will lose 10% from the final score. For example, if you turn in an assignment worth 100 points three days late, the most you can earn is 70 points. Any additional requests will require documentation of hospitalization, doctor's appointment, jury duty, military obligation, court appearance, or funeral attendance. No exceptions will be made.

Tentative Course Schedule

Please note that the course schedule is subject to change. The Course Schedule page in Canvas will be updated regularly to reflect changes in the course schedule.

Class	Class Topic	Homework	Deadline
1.10.24	Introduction and Icebreakers	Identity Activities Report and Welcome Discussion Board	1.16.24
1.17.24	Identity Development and Service Types	My Story Paper	1.23.24
1.24.24	Meeting Etiquette and Informational Interviewing	Choose a Track Form and Informational Interview Preparation	1.30.24
1.31.24	Resumes	Draft Resume	2.6.24
2.7.24	Cover Letters	Draft Cover Letter and Mentor Selection Form	2.13.24
2.14.24	Team Meeting #1 - Initial Mentor Interview	Mentor Interview Reflection	2.20.24
2.21.24	Time Management and Communication	Time Management Activity and Communication Activity Discussion	2.27.24
2.28.24	Interviewing Skills	Interview Workshop Group Assignment	3.5.24
3.6.24	Introduction to E-Portfolios	Academic Success Timeline and Questions for Panel	3.12.24
3.13.24	Team Meeting #2 - Friends of Honors Panel	Meeting Two Reflection	3.19.24
3.20.24	Artifact in an E-Portfolio	E-Portfolio URL Submission and Final Resume/Cover Letter	3.26.24
3.27.24	No Class - Spring Break	Enjoy your break!	NA
4.3.24	Team Meetings #3 - Peer Mentor Group Discussion	Meeting Three Reflection	4.9.24
4.10.24	Group #1 Presentations	Peer Feedback	4.10.24
4.17.24	Group #2 Presentations	Peer Feedback	4.17.24
4.24.24	Group #3 Presentations	Peer Feedback	4.24.24

Policy Statements:

The following policy statements apply to all syllabi on all UWF campuses and are in effect even if not reproduced on the official course syllabus.

Expectations for Academic Conduct / Plagiarism Policy

The UWF Student Code of Conduct sets forth the rules, regulations, and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student's responsibility to read the Student Code of Conduct and comply with these expectations. The UWF Academic Misconduct Policy defines various forms of academic misconduct and describes the procedures an instructor should follow when he or she suspects that a student has violated the Academic Misconduct Policy.

Copying or paraphrasing sources without proper citation (plagiarism), using another student's clicker, and copying work from another student's quiz or essay are all examples of academic misconduct. Students who are found guilty of academic misconduct will be dismissed from the Kugelman Honors Program, receive an Unsatisfactory in Honors Service Learning and E-Portfolio, and, in certain cases, be expelled from UWF.

As we strive for excellence in performance, integrity – personal and institutional – is our most precious asset. Honesty in our academic work is vital, and we will not knowingly act in ways that erode that integrity. Accordingly, we pledge not to cheat, not to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible and that comply with established policies of fairness.

The UWF Honor Code is simple and straightforward. "As Argonauts we act with integrity. We do not lie, cheat, steal or tolerate those who do." This code of ethics extends to cheating on exams and plagiarism of written work. The University of West Florida has an official policy concerning plagiarism. You may find it here: <http://uwf.edu/cas/aasr/Plagiarism.pdf>. Please observe that if I find plagiarized entries in your work, I will give you a failing grade. You will not be given the opportunity to revise your work. Even if you feel confident about what constitutes plagiarism, take the time to review the university's policy. Plagiarism is a serious and growing problem; it will no longer be tolerated in my classroom under any circumstances. There are no excuses or exceptions.

In both the physical classroom and the virtual classroom environment, disruption will not be tolerated. The professor reserves the right to dismiss any student from in-class or online discussion for disruptive behavior. According to the Office of Student Affairs, this includes, "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class." Cooperation and competition are means to high achievement and are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively and professionally for the purpose of stimulating high performance standards. Finally, we accept adherence to this set of expectations for academic conduct as a condition of membership in the UWF academic community.

Course Modality

University of West Florida operations may be disrupted from time to time by weather, pandemics, and other events outside of our control. It is important for faculty and students alike to plan for contingencies that may affect individual course sections. With this in mind, faculty may opt to hold some class meetings in a modality other than that originally planned in order to make certain that the class continues in the best manner possible given the immediate circumstances. It is important to be flexible and understand that we are operating in a dynamic Environment.

Turnitin

UWF maintains a university license agreement for an online text-matching service called Turnitin. Instructors may use the Turnitin service to evaluate the originality of student papers at their discretion. Instructors can employ other services and techniques to evaluate your work for evidence of appropriate authorship practices as needed.

Recording in Class

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as an educational presentation delivered by faculty or guest lecturer, as part of a University of West Florida course, intended to inform or teach enrolled students about a particular subject. The following actions are prohibited: recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the faculty member. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of UWF-REG 3.010 Student Code of Conduct and may be a violation of the law.

Sexual Discrimination or Harassment Reporting

The University of West Florida faculty members are committed to supporting students and upholding the University's non-discrimination and harassment policies. Under Title IX, discrimination and harassment based upon sex or gender (including sexual violence and sexual misconduct) are prohibited. If you experience an incident of sex/gender-based discrimination or harassment, you do not have to go through the experience alone. Know that while you may talk to a faculty member, understand that as a "Responsible Employee" of the University the faculty are required to notify the University's Title IX Coordinator so that support services can be provided to you. If you would like to speak with someone confidentially, you may schedule an appointment with the UWF's Counseling and Psychological Services at (850) 474-2420. This service is free for students. Faculty can also help direct you, or you may refer to the University's Title IX website.

Civil Discourse

At the University of West Florida, learning involves a variety of ideas, theories, and evidence. Presentation of these ideas does not represent an endorsement of any one idea or perspective. It is vital to the UWF academic mission that we foster an environment that allows for the open exchange of ideas and perspectives to advance the learning objectives for each course. Civil discourse within and outside the classroom is a vital component of the UWF academic environment and is expected of everyone who belongs to the UWF community. Students and faculty may engage with complex ideas in class and students will often be asked to demonstrate an understanding of the ideas. Understanding an idea, concept, or theory does not require endorsing or agreeing with it, but rather hearing and considering its strengths and weaknesses. More information about civil discourse can be found in resources on the Dean of Students Civil Discourse and Free Expression webpage.

Student Support Services:

Your success is the number one priority at UWF! Here are just a few of the many student support resources that can help you succeed.

Student Accessibility Resources

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined on an individual basis with careful consideration of course design, course learning objectives, individual documentation of disability and the academic barriers experienced by the student. Accommodations may vary from one course to the next course and from one semester to the next semester. For information regarding the registration process, visit the SAR website, e-mail sar@uwf.edu, or call 850.474.2387.

Military and Veterans' Resource Center

The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for military and veterans students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following: GI Bill ® education benefits, active duty tuition assistance, out-ofstate fee waiver, tutoring, paper reading, counseling, disability accommodations, coordinating academic advising, and referral to state /federal resources and services. The MVRC is located in bldg. 38. For more information on MVRC service, call 474-2550.

Mental Health Support

At the University of West Florida, we recognize that to learn, thrive, and flourish; you may need a little assistance. Please take advantage of the free resources online or on campus.

- For health concerns, contact Student Health Services at (850) 474-2172.
- For mental health or substance use concerns, contact Counseling and Psychological Services at 850-474-2420.

- For 24/7 crisis counseling call 850-474-2420 and press option 6.

TogetherAll

If you feel like you need somewhere to talk anonymously to others who can support you, peer support is available to all students 24/7 via TogetherAll. TogetherAll is an online community where members are anonymous and can share how they are feeling and support each other. It is an asynchronous program where you can respond to others' posts and you can also share your own posts if you would like. Learn more and join TogetherAll at uwf.edu/togetherall

Ask-a-Librarian

UWF Library staff are available for help through our Ask-a-Librarian Live Chat monitored from 8:00 am to 6:00 pm Monday through Thursday, 8:00 am to 4:00 pm on Friday, 9:00 am to 4:00 pm on Saturday, and 1:00 pm to 6:00 pm on Sunday. You can also email a librarian using the left-hand navigation in Canvas under Help or Library Tools, or text a librarian at 850-483-0225.

Tutoring and Learning Resources

Tutoring and Learning Resources offers free services designed to help you improve your academic performance. Available services include Course-Based Tutoring, Study Skills Assistance, Academic Coaching, Academic Success Workshops, Smartpen Loans, and more. Services are available in Building 52 and the 2nd Floor of Pace Library. For more information visit www.uwf.edu/tlr , email tutoring@uwf.edu, or call (850) 474-3176.

Writing Lab

The Writing Lab can help with the projects in this course. Graduate and undergraduate Writing Lab assistants are available to review the mechanics of writing with you and help you upgrade the quality of your papers before you submit assignments.

Paper reading services are offered online and face-to-face either by appointment (through Navigate) or as walk-ins at the Main Lab (51/157) and at the satellite Writing Labs at CoB and CEPS. These services include face-to-face and online Interactive paper reading sessions as well as paper reading via the OWL/Online Writing Lab that allows students to place their to-beedited papers in the Canvas dropbox.

Paper reading services, along with one-on-one and interactive group tutoring, the Grammar Hotline, and Real-Time writing assistance, are available during the Writing Lab's regular hours of operation from 10 to 5 daily and occasional weekends.

Note: It may take up to 48 hours or more to receive your work back from the Writing Lab. It is your responsibility to turn your assignment in on time. Take this into consideration when utilizing the Writing Lab.

Emergency Information

In the case of severe weather or another emergency, the campus might be closed and classes canceled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM. Learn more about Emergency Communications from the UWF Police.

Official closures and delays are announced on the UWF website, Mobile Alert, and broadcast on WUWF-FM (88.1MHz).

- Mobile Alert is a broadcasting messaging system utilized by the university in emergency situations. To find more information regarding Mobile Alert, visit the Enroll in Mobile Alert page or locate the application in MyUWF by searching Mobile Alert.
- WUWF-FM (88.1MHz) is the official information source for the University. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be Broadcast.

In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and MyUWF will both provide current information regarding hurricane preparation procedures, the status of classes, and the closing of the University. All students are encouraged to review the Emergency Procedures Guide from UWF Police as a quick reference for effective and timely action in the event of an emergency.