

Honors College
Bantivoglio Honors Concentration with Distinction
Honors Portfolio (HONR 05402) Syllabus

Semester and academic year	
Honors Portfolio Coordinator	
Professor's name	
Email	
Phone	
Office	
Office Hours	

Course Description

This course is designed for Honors students enrolled in the Honors Concentration with Distinction (HWD) and should be taken during the final semester of their Senior year (Junior year for Education majors). While enrolled in this 1-credit course, students will work with the Honors Portfolio Coordinator to produce a written reflection of their entire experience in the Honors program, including a subset of their Honors courses taken, their Honors Participation events/activities, and their Honors Capstone experience. The student and Honors Portfolio Coordinator will negotiate the number of Honors courses to be included in the written reflection outside of those required for the Honors Concentration with Distinction (Honors Proposal, Honors Capstone Experience, Honors Portfolio).

The objective of the Honors Portfolio is for students enrolled in HWD to hone their metacognitive skills by articulating the value of these Honors experiences to their college career, and to reflect upon how these experiences helped prepare them for life after Rowan - either in their career, graduate or professional school, and/or as a citizen scholar. Each student will work with the Honors Portfolio Coordinator and will be given constructive feedback to strengthen their reflection to further build these communication skills.

Once the Honors Portfolio is complete and a final version is accepted by the Honors Portfolio Coordinator, the student author will be expected to post it on a website (e.g. Google Sites, Wix) to share with other Honors students.

Course Outline and Meetings

Students enrolled in this course will be expected to meet with the Honors Portfolio Coordinator within the first week of the semester. By the second week of the semester, the student and Honors Portfolio

Coordinator will agree upon a written contract that includes personalized milestones and deadlines towards completion of the final Honors Portfolio in the final week of the semester. The contract should outline the requirements for a passing grade (P) in this course, including a personalized version of the rubric provided below, identifying which of the nine Student Learning Goals that will be achieved by the portfolio.

After this contract is signed by both the student and the Honors Portfolio Coordinator, they should meet at mutually agreed-upon intervals of at least every two weeks, for status updates and verification that milestones are being met by the deadlines.

The final Honors Portfolio produced must include the following information and format:

- A Cover Letter highlighting the most important elements of the Portfolio.
- Reflections on Honors courses: a reflection on two (2) to three (3) of the Honors courses taken, as negotiated with the Honors Portfolio Coordinator in the individual student contract. Each reflection should be focused on the higher-order skills, thinking, or ways of knowing enhanced by the course rather than details about the course content. See below this list for links on 'metacognition', to better understand the type of reflection required for the portfolio.
- Reflection on Honors Capstone Experience: a reflection on how the Honors Capstone Experience has changed the student's thinking or perspectives, and how this experience may shape the student's career path in the future. As with the reflections above, this is intended to be metacognitive in nature, and should therefore not focus upon what was *done* for the project, but rather should focus on what was *learned* or how the student's thinking and perspectives changed as a result of the Honors Capstone Experience.
- Reflection on Service and Participation: a reflection on what was learned and gained by doing the service and participation hours as an Honors student. As with the reflections on courses, this is not intended to be about *what* was done for Service and Participation hours; rather, this reflection should focus on an overall metacognitive assessment of how the service and participation activities impacted the student's thinking or perspectives.
- Upload syllabi and/or final projects from the Honors course reflections
- Format for portfolio delivery: the entire portfolio should be posted on a public website by the student. The format and site should be agreed upon by the student and the Honors Portfolio Coordinator at the start of the semester.

Metacognition is about how you think about your own thinking, as well as having an awareness of how you think and learn, and grow these skills. For a deeper dive on this topic, try these websites:

- Vanderbilt University's Center for Teaching: <https://cft.vanderbilt.edu/guides-sub-pages/metacognition/>
- Cambridge Assessment: <https://cambridge-community.org.uk/professional-development/gswmeta/index.html>

Grading Scale

This course is graded Pass (P) / No Credit (NC). In order to earn a passing grade (P) in this course, the Honors Portfolio Coordinator and a team of Portfolio readers will assess the student's completion of the final Honors Portfolio by the last week of the semester.



The rubric listed at the bottom of this syllabus will be used to determine whether or not an HWD student earned a passing grade. The student contract agreed upon between each HWD student and the Honors Portfolio Coordinator at the start of the semester should identify which of the Student Learning Goals in this rubric will be applied to the students' portfolio.

As outlined on the rubric, **in order to pass this course, each HWD student must earn a total score that equals the number of Student Learning Goals identified as applying to the students' portfolio.** As an example, if a student and the Honors Portfolio Coordinator identify 7 of the 9 Student Learning Goals as applying to that student's work, then a passing grade would be a total score of 7, using the rubric. **The student must not receive score of 0 (Failed to meet expectations) on more than one Student Learning Goal** as outlined in the rubric agreed upon and signed by the student, and the Honors Portfolio Coordinator.

Honors Portfolio rubric			
<i>The Honors Portfolio Coordinator should align their ratings in this rubric with the signed contract agreed upon with each student at the start of the semester. Each student may have their own subset of the Student Learning Goals listed here, which they are expected to achieve in their Honors Portfolio.</i>			
Student Learning Goal	Exceeded expectations (2 points)	Met expectations (1 point)	Failed to meet expectations (0 points)
Think - the Honors academic curriculum, alongside co- and extra-curricular activities, fosters understanding and appreciation of community, diverse cultures, and the arts.			
Effectively Communicates			
Defines Problems			
Recognizes the complexity of issues			
Marshalls evidence to advance an argument			
Applies ideas and interdisciplinary perspectives toward a project			
Thrive: valuing the whole student, Honors takes a holistic approach to education that cultivates health, wellness, and curiosity.			
Makes connections between extracurricular activities and intellectual work			
Independently transfers knowledge from one context to another			
Share: Students, faculty, staff, and administration collaborate to provide a framework for community service and public engagement.			

Demonstrates collaborative leadership			
Engages with and appreciates diverse experiences			
<p>A passing grade for the Honors Portfolio should consist of the HWD student achieving a minimum score that matches the number of Student Learning Goals listed in this rubric which were identified in the student contract signed at the start of the semester.</p> <p><u>As an example</u>, if the signed student contract dictates that 6 of the Student Learning Goals apply to the student's Portfolio, then a passing grade for that student would be a 6, using the rubric above. This student could have a score of 0 on individual Student Learning Goals, as long as each score of 0 is balanced by a score of 2 on another Student Learning Goal. A student should not receive a score of 0 on more than 1 Student Learning Goal outlined in their individual, signed student contract for this course.</p>			

Academic integrity

Plagiarism (i.e. incorporating someone else's work into your own without proper citation) or other violations of the Rowan Academic Integrity policy and/or Honors Ethical Behavior Standards policy will not be tolerated. The work you do for this course must be your own, as with any Honors course, or any course at Rowan.

Academic dishonesty can result in a No Credit (NC) grade in this course and/or dismissal from the Honors College.

Please familiarize yourself with the Honors College Ethical Behavior Standards and the University's Academic Integrity Policy:

- <https://sites.rowan.edu/honors/current-students/guidelines.html>
- <https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>

Students are encouraged to ask their Faculty Mentor and the Honors Capstone Coordinator about any questions regarding what constitutes plagiarism or any other potential violation of academic integrity.

Accommodation for disabilities

The following represents Rowan University's policy on students with disabilities:

"Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please discuss this with your Faculty Mentor and the Honors Capstone Coordinator. Students must provide documentation of their disability to Disability Resources in the Academic Success Center in order to receive official University services and accommodations. Disability Resources can be reached at 856-256-4259. The Center is located on the 3rd floor of Savitz Hall, in Suite 304. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals."

Honors Student Learning Outcomes

The final Honors Portfolio meets the Honors Program Goal of developing students who are curious, engaged lifelong learners who will remain active in their participation and service to the larger

community. The Honors Student Learning Outcomes associated with this program goal are shown below:

Honors Program Goals	Honors Student Learning Goals	Honors Student Learning Outcomes (SLOs)
<p><i>Program Goal 4:</i> Graduates will be curious, engaged, life-long learners who independently seek knowledge, culture, and community</p>	<p><i>Student Learning Goal 4.1:</i> Students will be curious, engaged, learners who seek experiences beyond the classroom and who make connections between these experiences and their intellectual work.</p>	<p><i>SLO 4.1.1: Co-Curricular Development:</i> Students meaningfully synthesize connections among experiences outside the formal classroom (including academic and life experiences such as internships or travel abroad) to deepen understanding of fields of study and broaden their own points of view.</p>
		<p><i>SLO 4.1.2: Extracurricular Development:</i> Students pursue educational and civic interests outside the classroom and beyond the university</p>
		<p><i>SLO 4.1.3. Metacognition</i> Students will be aware of, contemplate, and reflect on their thinking.</p>
	<p><i>Student Learning Goal 4.2:</i> Students will be able to independently transfer knowledge from one context to another.</p>	<p><i>SLO 4.2.1: Adapt and Apply Skills, Theories, and Methods:</i> Students adapt and apply skills, theories, or methods gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</p>