

Indiana Wesleyan University
John Wesley Honors College
HNR 350: Honors Research Seminar (Fall 2012)
2:20 PM to 3:15 PM (M & F), Goodman 204

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Office Hours: Mondays & Wednesdays from 1:10 PM to 2:10 PM, Fridays 1:10 PM to 3:10 PM, and by appointment

Course Description:

The purpose of this course is to equip the Honors College students with the preliminary research knowledge and skills necessary for undertaking an Honors College Scholarship Project and to assist them in the preparation of their Project Prospectus. After a series of general introductory readings and discussions about higher learning and scholarship as a Christian calling, students will explore potential avenues of research and/or creativity that might prove fruitful for their Scholarship Project. Each student's work will culminate in a well-developed Scholarship Project Prospectus that has passed through a collaborative process of assessment within the seminar and has been reviewed by an instructor and a faculty mentor from the student's area of study. This course will be required of all Honors College students (generally in the second semester of their sophomore year).

Student Learning Objectives:

- Students will cultivate a deeper understanding of the academic vocation;
- Students will learn to learn to think through their own sense of vocation and its distinctively Christian qualities;
- Students will learn how their own sense of vocation informs the academic work they pursue;
- Students will learn to propose a research project of a truly original nature;
- Students will learn to identify the resources needing to be consulted in the development of a research project;
- Students will learn to critically assess the value of resources in their respective fields of study;
- Students will learn to express themselves in speech at a level necessary for success in graduate school and/or the professional workplace; and
- Students will learn to express themselves in writing at a level necessary for success in graduate school and/or the professional workplace.

Required Texts:

Black, Amy E. *Honoring God in Red or Blue: Approaching Politics with Humility, Grace, and Reason* (Chicago, IL: Moody Publishers, 2012).

Palmer, Parker. *Let Your Life Speak: Listening to the Voice of Vocation* (San Francisco, CA: Jossey-Bass, 2000).

Ream, Todd C., and Glanzer, P. L. *The Idea of a Christian College: A Reexamination for Today's University* (Eugene, OR: Cascade Books, 2013).

Shelley, Mary. *Frankenstein* (New York, NY: Oxford University Press, 1998).

*Select Articles from the current issue of *Christian Scholar's Review*.

** Selections from the writings of Jean Bethke Elshtain.

Students with Disabilities:

In an effort to meet the aspiration of its mission to develop world changers and to respect federal law, Indiana Wesleyan University provides reasonable accommodations for students with disabilities. Students need to self-identify in order to be eligible for such accommodations. In partnership with faculty members and administrators, this process is coordinated by staff members in the Center for Student Success. Please contact Mr. Nathan Herring (Student Center 220, x2257) for further assistance.

Course Requirements:

Participation (20%--grade issued by Todd Ream): In order to learn to think critically about your sense of vocation as a Christian scholar and about your discipline, one must not only be present in class but also be an active participant in the seminar discussions. Your input into our classroom conversation is not only measured by how it reveals your efforts to understand yourself and the material but also by how it draws your fellow students into the conversation. In addition, students are also required to bring the text(s) to class we will be discussing on the given day as we will often need to refer to them and give select passages in-depth readings.

Article Critiques (included in the participation grade): Over the course of the semester we will read two articles from *Christian Scholar's Review*. In relation to each article, you will not only critique the research methods but also how such methods reflect or fail to reflect the author's sense of vocation as a Christian scholar. Your reflections concerning both articles will be shared orally in class. In many ways these exercises are designed to prepare you for the work you will do later in the semester in relation to Amy E. Black's *Honoring God in Red or Blue*.

Vocation Paper (10%--grade issued by Todd Ream): In the light of our conversations concerning Parker J. Palmer's text, you will compose a paper concerning the development of your identity to date as a Christian scholar (5 Pages—see rubric for more details).

Frankenstein Paper (20%--grade issued by Todd Ream): In the light of our conversations concerning Mary Shelley's *Frankenstein*, you will compose a paper which evaluates the ways Shelley's narrative reflects and/or contradicts the ideas I present with Perry L. Glanzer in *The Idea of a Christian College*. This paper will also include a personal exploration in relation to your understanding of the academic vocation and the challenges you may face over the course of your life (5 Pages—see rubric for more details).

Black Review (10%--grade issued by Todd Ream): The purpose of this critical review is to not only assess your knowledge of this book but to also introduce you to a practice that is critical to being a member of a profession. As colleagues, we are responsible for critically reviewing one another's work. Such a practice should reflect a just yet charitable read of the book. It should include information concerning the central argument, methodology, a brief overview, competing texts, and the significance of the text as an expression of Christian scholarship. The best review from this class will be sent to Amy Black, posted on the JWHC website, and published in *The Aldersgate Review* (5 pages—see rubric for more details).

Summary Review of Pertinent Background and Context and Working Bibliography (20%--grade issued by faculty mentor): In preparation of your Honors Scholarship Project, you will develop a paper which not only identifies the key sources in your chosen field but also identifies an area or areas needing further exploration (No Set Length—see rubric for more details).

Honors Scholarship Project Prospectus (20%--grade issued by faculty mentor): The Scholarship Project Prospectus serves as the final exam for this course (No Set Length—see rubric for more details).

Grading:

Letter grades are calculated and assigned in light of the University's policy concerning grading and evaluation.

A	94-100%	C	74-76%
A-	90-93%	C-	70-73%
B+	87-89%	D+	67-69%
B	84-86%	D	64-66%
B-	80-83%	D-	60-63%
C+	77-79%	F	59% and Below

Academic Honesty/Plagiarism: Any form of academic dishonesty and/or plagiarism is deemed to be a serious violation of the fabric of our character as a community. As a result, any confirmed case of academic dishonesty and/or plagiarism will result in a failing grade for the course. The student is then referred to the John Wesley Honors College Committee in order that his or her further standing in that community can be reviewed. Confirmed cases of academic dishonesty/plagiarism are also submitted to the Academic Affairs Office of the College of Arts and Sciences and are thus subject to further review from that office.

Late Assignments: Any assignments turned in late will receive a 20% deduction for each day past the due date. Assignments turned in more than two days late will not be accepted and the student will receive a zero for that particular assignment.

Absences: Given the seminar nature of this course, students are expected to attend each class session. Failure to attend a particular class session will result in a 5% reduction of your participation grade. Excused absences will be issued in cases of illness, family emergencies, and university-related business. Absences for university-related business must come in advance with notification being from the supervisor for that particular experience. Ideally, notice of your absence from class will come in advance of the meeting time for that particular class session. In the case of emergencies, such notification should simply come as soon as is convenient. Attendance will be taken at the beginning of class. Any students not in class at the time attendance is taken will be marked absent for the day.

Inclement Weather: In the case of a winter storm warning, class will be cancelled. Notification of that cancellation will come via e-mail at least one hour prior to the time the class is scheduled to meet. The cancelled class session will be re-scheduled for a later date and time that works for both the students and the professor.

Course Schedule:

September

Monday, 9/3: Introductions/Distribute Syllabus/Sign Independent Learning Contracts

Wednesday, 9/5: Palmer pp. vii-55

Monday, 9/10: Palmer pp. 56-109

Wednesday, 9/12: CSR Article Critique Discussion I

Monday, 9/17: Vocation Papers Due

Wednesday, 9/19: CSR Article Critique Discussion II

Monday, 9/24: Advanced Library Research (with Alison Johnson in Jackson Library 17)

Wednesday, 9/26: Black pp. 9-29

October

Monday, 10/1: Black pp. 31-56

Wednesday, 10/3: Black pp. 59-92

Monday, 10/8: Black pp. 93-132 / Student-Faculty Mentor Agreements Due to Sara Scheunemann

Wednesday, 10/10: Black pp. 133-167

Monday, 10/15: Black pp. 169-198

Wednesday, 10/17: Reviews of Amy E. Black's *Honoring God in Red or Blue* Due

Monday, 10/22: Shelley pp. 224-232 & 1-31

Wednesday, 10/24: Ream & Glanzer, pp. i-32

Monday, 10/29: Discuss Selections from Jean Bethke Elshtain / First Draft of Sections B & C of the HSP Prospectus Due to Sara Scheunemann

Tuesday, 10/30: President's Author Series with Jean Bethke Elshtain, and John Wilson (Henry West Banquet Room and Globe Theater, 5:30 PM to 8:00 PM)

Wednesday, 10/31: Shelley pp. 31-63

November

Monday, 11/5: Ream and Glanzer pp. 33-66

Wednesday, 11/7: Shelley pp. 63-102

Monday, 11/12: Ream and Glanzer pp. 67-100

Wednesday, 11/14: Shelley pp. 102-135 / First Draft of Sections A, D, & E of the HSP Prospectus Due to Sara Scheunemann

Monday, 11/19: Ream and Glanzer pp. 101-130

Wednesday, 11/21: No Class—Thanksgiving Break

Monday, 11/26: Shelley pp. 135-174 / Final Draft of Full HSP Prospectus Due to Sara Scheunemann

Wednesday, 11/28: Ream and Glanzer pp. 131-161

December

Monday, 12/3: Shelley pp. 174-223

Wednesday, 12/5: Ream and Glanzer pp. 162-189

Saturday, 12/8: Brunch and Discussion Concerning the Frankenstein Papers at the Home of Todd and Sara Ream, 10:30 AM to 12:30 PM / Frankenstein Papers Due