**Honors Summer 2021 Project**

This is an *Introspective* research assignment allowing you to make connections between the events and changes in the world around you and your professional/academic trajectory.

**Get Creative!** You can present this in any form of media. You can write a paper, record a podcast, film a demonstration, and/or perform.

Creativity is what sets apart the good from the great. Innovation in writing, research, or simple day to day administrative tasks is born in creativity. As an Honors Student, you are creative.

This assignment is intended to create a space for dual purpose. You will intellectually dive into an **academic or professional topic of interest** *FROM an introspective narrative perspective*. The topic for the research component is up to you. You can explore **Theory** (e.g., how chirality influences drug delivery), **Professional Standards** (e.g., how to apply Instructional best practices like the flipped classroom), and/or **Professional Methods** (e.g., common US practices in privacy management and how they compare to other global regulations). **Note, however, that the connection between your research topic and your academic interests or career interests must be apparent.**

The assignment also requires you to perform introspective work on how you’ve been impacted, academically and/or professionally, by the world around you (i.e.: a social or cultural development/ event with broad impact, or a technological advancement). This event or impact can be thought of as your Reference Point. It could be the pandemic resulting from Covid-19, as it was for the Summer 2020 Project, or a different impact. (If you wrote about the pandemic for 2020, please select a different reference.)

If you are unfamiliar with the term ‘introspective’ in an academic context, see below.* **Not only will you investigate theory/standards, but you will also relate:**

- how the event or impact you have identified has affected your choice of topic for your project;
- how it has affected your field of study or profession;
- and how it has shaped your goals as a scholar and/or a professional.

*Introspection: learning about one’s own currently ongoing, or recently past, mental states and processes in relation to factual inputs. You may be more familiar with the term reflection. Reflection is looking upon Facts while Introspection is looking at Fact with a personal philosophical lens. For more information refer to the [Stanford Encyclopedia of Philosophy](https://plato.stanford.edu/).
To assist you with this project, the Honors Program has secured the services of UI Librarian Tim Arnold (timothy-arnold@uiowa.edu).

This assignment is intended to resource students as they explore the ways in which they have adapted and forged a path in response to unique environments of their times and how these lessons can be meaningful to their development. It is both academic and personal. **Projects will be submitted to the Iowa Digital Archive for posterity.**

Guidelines: **Get Creative!** You can present this in any form of media. You can write a paper, record a podcast, film a demonstration, and/or perform.

Ensure what you are delivering meets the criteria of the rubric for full points!

Minimums:

- HSP Pre- and Post-experience questionnaire submission
- If written, 5 pages
- If spoken, 10 minutes
- Any combination of the written/spoken (e.g., 3 pages and 4 minutes, 2 pages and 6 minutes)
- Cite 3 or more scholarly/professional sources
- Reference 3 or more theories, best practices, and/or professional practices and how they have been affected by the event topic, or how they've influenced your goals
  - Not 3 of each, just 3 total

[https://honors.uiowa.edu/experientiallearning](https://honors.uiowa.edu/experientiallearning)

**DUE DATES:**

- HSP Pre-questionnaire: June 1, 2021
- HSP Post-questionnaire & Project Submission: September 1, 2021

In related assignments, students have submitted: papers, podcasts, conducted interviews, playwriting, and more!
Rubric

If your project submission does not include your post-experience questionnaire, then it will not be evaluated.

12-18 points earned = 3 credits, 8-11 points = 2 credits, 4-7 points = 1 credit

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<tbody>
<tr>
<td><strong>Project submission length and clarity</strong></td>
<td>Accomplished meaningfully in less than double the minimum length (10 pages, 20 minutes spoken, or combination).</td>
<td>Project submission meets minimum length described above (5 pages, 10 minutes, or some combination).</td>
<td>Project submissions meets minimum length described, but has structural, formatting, or grammatical errors.</td>
<td>Project does not meet the minimum length.</td>
<td>Project does not meet the minimum length and contains errors which distract from submission.</td>
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<td><strong>Identification of reference point and discussion</strong></td>
<td>Reference point is clear and well-integrated into the discussion and thesis of the project.</td>
<td>Reference point is clear and well-integrated into the discussion and thesis of the project. Some flaws in grammar, or structure.</td>
<td>Reference point is clearly identified but not well integrated.</td>
<td>Reference point is ambiguous or not central to the discussion.</td>
<td>Reference point is ambiguous and is not central to the discussion.</td>
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<td><strong>Citation of 3 scholarly or professional references (theories, professional standards and/or methods)</strong></td>
<td>Applied 3 theories/practices, related academic or professional discovery to individual goals. Are integral to the submission and provide robust meaning.</td>
<td>Applied 3 theories/practices, related academic or professional discovery to individual goals. Positively adds to meaning of submission.</td>
<td>Applied 3 theories/practices, related academic or professional discovery to individual goals minimally.</td>
<td>Applied 2 theories/practice, unrelated to academic or professional discovery to individual goals.</td>
<td>Applied 1 or less theories or practices to narrative.</td>
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<td><strong>Post-Experience Questionnaire</strong></td>
<td>Post-Experience Questionnaire provided additional information and/or meaning-making by the student.</td>
<td>Post-Experience Questionnaire provided insight into lessons learned or student’s introspection.</td>
<td>Post-Experience Questionnaire was submitted complete.</td>
<td>Post-Experience Questionnaire provided additional information and/or meaning-making by the student.</td>
<td>Post-Experience Questionnaire was submitted complete.</td>
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