

# Course Syllabus

**Department:** Humanities

**Date:** 2/19/13

**I. Course Prefix and Number:** HON 200

**Course Name:** Interdisciplinary Honors Seminar

**Credit Hours and Contact Hours:** 3 Credit Hours – 3 Contact Hours

**Catalog Description including pre- and co-requisites:** *supporting data required for grade prerequisite of 'C -' or higher.*

A course developed around major themes that will be approached from the perspective of various academic disciplines. This course is designed to facilitate in depth study of the topics selected each semester. The Honors Seminar will alternate between problem topics such as "Challenges of the Technological Society" and such philosophical considerations as "Justice: Absolute and Transitional Aspects." Open to all students interested in a particular seminar topic as well as Honors students. See Honors Director for details. Prerequisite: ENG 101

**Relationship to Academic Programs and Curriculum including SUNY Gen Ed designation if applicable:**

This course fulfills a Liberal Arts or General Elective in AA, AS, and AAS degree programs.

**II. Course Student Learning Outcomes:** *State the student learning outcome(s) for the course (e.g. Student will be able to identify...)*

In addition to the discipline-based outcomes of the specific topics of the seminar, students will demonstrate

- Reflective Thinking
  - reflect meaningfully on learning experiences and use strategies for more deeply assimilating them, relating them to other aspects of experience, and usefully adapting them.
  - consider the relative usefulness of certain habits, strategies, and learning environments to ongoing success.
- Critically Thinking
  - commit intellectually to critically examine any belief, claim, or subject in light of the strength of the evidence that supports it and the further conclusions to which it tends.
- Discipline Specific Inquiry

- participate inside of particular academic disciplines by grasping the fundamental questions with which a particular discipline grapples; what matters and what is at stake for its scholars and practitioners; and the methods and vocabulary it uses to investigate, collaborate, create, and communicate.
- Integrative Thinking
  - integrate learning experiences over time, across courses, and between academic, personal, and civic aspects of life.

**College Learning Outcomes Addressed by the Course:** *(check each College Learning Outcome addressed by the Student Learning Outcomes)*

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> writing           | <input checked="" type="checkbox"/> computer literacy     |
| <input type="checkbox"/> oral communications          | <input type="checkbox"/> ethics/values                    |
| <input checked="" type="checkbox"/> reading           | <input type="checkbox"/> citizenship                      |
| <input type="checkbox"/> mathematics                  | <input type="checkbox"/> global concerns                  |
| <input checked="" type="checkbox"/> critical thinking | <input checked="" type="checkbox"/> information resources |

Note: Additional learning outcomes may be addressed specific to the seminar topic

**III. Assessment Measures (Summarize how the college and student learning outcomes will be assessed):** *For each identified outcome checked, please provide the specific assessment measure.*

List identified College Learning Outcomes(s)	Specific assessment measure(s)
Writing	Students will write critical and analytical source-based essays.
Reading	Students will demonstrate the ability to comprehend, interpret, analyze, and evaluate representative works within the genre and/or topic of focus.
Critical Thinking	Students will compose essays demonstrating reasoned argumentation regarding an aspect of theme or genre specific to the course topic studied.
Computer Literacy	Students will write their work in electronic formats.
Information Resources	Students will use library databases to assist with the research and composition of essays and presentations.

**IV. Instructional Materials and Methods**

**Types of Course Materials:**

- Individual texts specific to the course topic that include both primary and secondary sources

### **Methods of Instruction (e.g. Lecture, Lab, Seminar ...):**

While by definition a seminar learning experience, this course will utilize a combination of teaching methods, including lecture, class discussion, asynchronous on-line discussion, one-on-one conferences, guest speakers, in-class writing, field research, and workshops.

While Honors Seminar is designed and taught within the context of its discipline, each course also emphasizes the foundational pedagogies of the Honors Studies program—an active classroom experience that promotes Inquiry and Reflection. To this end, an Honors class does not involve substantially more work; rather, the emphasis is on exploring subjects more thoroughly and actively.

**Active Learning** — an Honors course emphasizes a participatory class dynamic that uses a breadth of methods to provide students opportunities to directly engage with the course content. Activities such as in-class reading and writing, discussion, group work, and collaborative problem solving help keep the classroom experience participatory while promoting content mastery.

**Inquiry-Based Learning** — an Honors course is committed to inquiry-based learning. It is designed to pique a students' natural curiosity and foster “a spirit of Inquiry, a kind of perspective toward the world that invites you to question, accept uncertainty, and encourage taking responsibility for what you think, say, and do” (Ballinger). Assignments will encourage students to “discover” knowledge through such methods as critical reading, writing-to-learn, reflective journaling, field work, laboratory experience, primary and secondary source-based research, and both independent and collaborative projects.

**Reflective Learning** — an Honors course places special emphasis on reflective thinking using metacognitive practices to allow you to study your own learning processes. Reflective learning encourages students to become more proactive with their learning experiences by affording them meaningful opportunities to identify, better understand, and engage with their strengths and weaknesses, underlying values and beliefs, assumptions and preconceptions.

### **V. General Outline of Topics Covered:**

- Studying individual primary and secondary texts related to the semester's focus.
- Formal Inquiry Strategies
- Formal Reflection Strategies
- Finding, reading, discussing, evaluating, and incorporating critical analyses into discussion and formal writing projects.