**HNRS 110 Honors Seminar** rev Jul 2016

**Catalog course description:** Introduces students to critical thinking in higher education, taking as its starting point a focused topic in a scholarly field. Critical inquiry will be taught in the context of careful reading of important intellectual works, as well as inquiry-based writing assignments. Research and collaborative skills will also be developed in an integrative setting designed to promote a student’s journey toward a life of critical inquiry. Course cap = 15

The most challenging Honors requirement for recent proposers has been #16 engagement in a community beyond the classroom. When you are designing a new Honors course, please start with a topic and this requirement. Make them work together before you start putting in the content and all of the other requirements. Tacking a token engagement piece onto a largely completely conceived proposal will show, and GEC is likely to return the proposal to you for revision. No one wants that. Start with a topic and imagine community engagement first. Integrate it into your course, then the other stuff will follow. The Honors Director or Gen Ed Director would be happy to bounce around some ideas.

**Requirement Highlights**

Each HNRS 110 course will:

1. Work within a focused topic in a scholarly field, though not primarily as an introduction to a major
2. Include a number of intellectually rigorous readings, along with any other types of source materials relevant to the instructor’s discipline
3. Help students develop writing skills through comments on drafts, revisions, organization, fundamentals of proper usage, and clarity of expression
4. Derive most of the final grade from various forms of writing
5. Require around 30 pages of writing (not including drafts, but this page count may include short and informal writings)
6. Include at least three formal papers requiring drafting and revision
7. Require a research paper or other assignment requiring the development of research skills.
8. Introduce students to critical thinking in higher education
9. Train students in careful reading of important intellectual works
10. Train students in inquiry-based writing, using writing as a tool of thought
11. Develop students’ research skills
12. Include a class visit to the library/reference librarian
13. Require Hacker’s *A Writer’s Reference, Roanoke College custom edition*
14. Include assignments and reading that are more challenging or more sophisticated than would be used in equivalent non-Honors courses
15. Require students to make connections between course content and personal, civic, or global issues.
16. Require students to engage with a community beyond the classroom. This engagement will be a significant course component, equivalent at a minimum to several hours of class time or a significant graded assignment

Tests and a final exam may be included if desired by the instructor, but are not required.

**Syllabus Checklist**

In addition to demonstrating the elements above, the syllabus must include

1. Instructor's office location and office hours
2. Description of course content and teaching methods
3. The learning outcomes for HNRS 110 as listed below. Instructors may, if they wish, include additional learning outcomes beyond the common set or may include some additional comments about how the common learning outcomes are realized in this specific course.
4. Any materials that students are expected to buy, read, or use during the course
5. Classroom and attendance policies (with penalties explained)
6. Assignments students will be required to undertake
7. Grading policy (ideally a grading scale with penalties explained)
8. Testing policy, including make-up tests
9. RC's academic integrity policy as it applies to the class
10. An outline showing proposed topics, students' assignments, reading list, laboratory work, etc. to be required
11. The focus of inquiry
12. Be sure that any boilerplate sections (e.g. related to tutoring or Writing Center) are up to date and appropriate for the course.

**Learning Outcomes for HNRS 110—**these must go on the syllabus. Instructors may add section-specific outcomes if desired.

1. Students will be able to read, discuss, and write about college-level academic texts and ideas.
2. Students will be able to use a process of drafting to write papers that have clear theses, cogent argumentation, proper use of evidence, effective organization, and a minimum of sentence-level errors.
3. Students will be able to use library and other resources to find, evaluate, and synthesize information from multiple sources and use this information in support of a research question.
4. Students will connect course content to their lives and to communities beyond the classroom.

**Does your course meet the Global Requirement?**

You can request that GEC designate your course as meeting the Global requirement at the time you propose it or at a later date.

Each Global Perspective course must

1. Address at least one of the global learning outcomes:
   1. Analyze selected issues or events by applying cultural frames of reference or perspectives.
   2. Analyze selected issues or events in terms of global interconnections and interdependencies
2. Include global content from at least one country outside the United States, and
3. Devote at least 50% of course time or assignments to topics supporting the global focus. Global interconnections and interdependencies assume an anthropocentric context, i.e., focus on ways humans affect or are affected by such global interconnections and interdependencies.

Note that the 50% rule is in support of the global focus. This includes content needed to prepare students for the analyses we are asking them to apply. GEC does not expect courses to spend 50% of their time directly on one of the learning outcomes. Laboratory or similar course may count time or assignments from both lecture and lab. Laboratory courses that want to make a case based in course time rather than assignments need only reference 3 hrs/week. In other words, they don’t need twice as much global content to make up for the extra lab hours. Student time spent working outside of class, in service-learning, or other activities may also be cited in support of a global focus.

**Assessment Requirements**

TBA

**Additional Notes about the Course Proposal**Instructors will be asked to describe how this course satisfies all the requirements, and especially how the course satisfies those requirements that distinguish between INQ and HNRS courses. How much detail of the course schedule and assignments does an instructor need to include in a course proposal? Enough to allow the members of GEC and HonPAG to see that the course is meeting the requirements. The committees look at course schedules to see how much time is being spent on readings, how class time is being used, whether instruction in writing is included, and if sufficient time for drafting is allowed. Details of assignments can be very helpful to the committee especially in appreciating the use of inquiry or how drafting is being used. While few instructors will have fully detailed assignments sheets, providing some details of the assignment topic and focus helps the committees appreciate what the instructor is doing (with inquiry, methodologies, writing instruction, or other outcomes) and can help avoid a round of clarifying questions