

## Hon X98 – Sample Syllabus\*

Year – Fall/Spring Semester: dates and time of course

(298 – 2 modes of inquiries, 398 – 3 modes of inquiries, 498 - 4 modes of inquiries)

Professor Name

Office and Office hours

Email/Contact

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*\*Please not that this is just a framework of the major components for a syllabus that include the requirements/recommendations for Honors Classes as set forth by the Honors Council and the Provost*

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### Course Description


- What is the topic of the course?
  - Why is it important?
  - Provide some historical as well as contemporary importance/value of the topic.
  - What are the central themes?
  - What are some goals of the class?
  - What are some things that the students will be exposed to, examining, analyzing, critiquing, etc.?

### Required Texts:

- What books are required for this class?
  - What edition? Format? Publishing company? Year?
  - For this, it is recommended you provide an ISBN
- For books / texts used in your course that students do not need to own or rent, *please specify that they ought not to be bought, or just include them in the outlined readings.*

### Course Objectives

- This course aims to:
  - Examples: (have at least 5)
    - Introduce students to....
    - Examine the impact of ...on....
    - Present the connection between ...and...
    - Examine the role of ...in...
    - Encourage students to consider...
    - Engage students in...
    - Etc.



PLEASE INCLUDE BOTH COURSE OBJECTIVES AND STUDENT OUTCOMES, AS WELL AS DIFFERENTIATE BETWEEN THE CONTENT IN EACH SECTION

### Student Outcomes

- After completing this course, students should be able to:
  - Examples (have at least 5)
    - Demonstrate critical thinking skills in regards to...
    - Read incisively, analyze, as well as implement the information of scientific and historical case studies.

- Speak knowledgeably about...
- Articulate and have an understanding of the impact on the....
- Read, interpret, write and deliver oral arguments about key components of...
- Better appreciate and build a community through the makings of...
- Recognize and interpret a wide range of primary and secondary source materials
- Etc.

**Modes of Inquiry:** (an honors course between 2 and 4 of the modes. What applies depends on what the course aims to accomplish. Please write your explanations based on specific qualities of your course (coursework, topicality, objectives, outcomes). The following includes the definitions of each mode as well as an example).

**Textual:** Textual analysis explores the various ways in which a text conveys meaning. The word “text” is used broadly and may include a written work, an idea derived from popular culture, a ritual or symbol.

**Ex.** Students will read, analyze and write in-depth analysis of primary and secondary sources including film and some unconventional published sources, such as comics and paintings.

**Scientific and Mathematical Analysis:** Scientific and mathematical analysis utilizes the scientific processes of induction or deduction, or some type of logico-mathematical representation or modeling, to understand an event or phenomenon.

**Ex.** Students will be expected to use scientific processes of induction or deduction as well as the basic knowledge of climate gather from the class to better understand its effects on civilization and vice versa. Students will also be introduced to the causes and effects of several climate phenomena.

**Historical, Social, and Cultural Analysis:** Historical, social and cultural analysis examines the ways in which an event or phenomenon is shaped by history, society or culture.

**Ex.** Students will critically think and reflect on all source analysis, writing and discussion and will contextualize the texts within their historical era and within the social and cultural expectations of the age and genre.

**Artistic Creation and Analysis:** Artistic creation and analysis is inquiry through the creation, performance or analysis of works of theater, art, literature, music, sculpture or other generative activity. Outcomes focus on the production of art or the critical understanding of creative activity.

**Ex.** Students will create their own piece of art from what they gathered from the course materials in the form of a game, a song, a journal, or etc.

**Grading** (does not have to include all of the following and may include other activities; we definitely encourage and love anything hands-on and out of the ordinary☺)

1. Discussion Participation (X%)\*\*
2. Project (X%)
  - a. Description of project components, required format, and etc.
3. Papers (X%)
  - a. Description of what the paper entails, required format, and etc.
4. Exams/Quizzes (X%)
  - a. Description of the exam/quiz format, and etc.

**\*\*We recommend upwards of 20% of a student’s grade allocated to their general participation in the class**

## Course Outline

Please include a specific list/breakdown of main and sub-topics for the course over the span of the semester.

### Example:

Class 1 (with date)	What is an Honors Course?  An Honors Course outlined and defined. Explaining the methodology behind the Modes of Inquiry. What to expect from an Honors Course.
Reading due for class:	Pages 1-15 of Medina, <i>Brain Rules</i> , “Chapter 1: Survival”
Class 2 (with date)	Class discussion: what is the pedagogical difference between course objectives and student outcomes? What did you struggle with in your assignment?
Assignment due:	2 page paper: a list of course objectives and student outcomes for your self-designed course (5 per each), and a written analysis of your thought-process. See “grading” for assignment specifics.

### Assignments in detail (can be incorporated into “Grading”)

For each assignment (or category of assignments) in your class, please give a brief explanation. Include things such as due date, criteria, page length, percentage of grade, or any other thoughts of note. Feel free to include what feels right for your course. Here is an example:

#### ***Three-Page Papers (Fifteen percent of your grade each)***

You will be required to write two three-page papers in this class, due on **February 16<sup>th</sup> and April 5<sup>th</sup>**. Your assignment is the same for both papers: to identify an ***argument*** or ***position*** taken in any one of the readings in class and systematically ***disagree*** with that argument or position, using your own analysis and the evidence from other sources in class to provide evidence as to why the argument or position taken by the reading is wrong. The “three page” part of the paper should be viewed as a guideline (no automatic grading down will occur if the paper is 2 ½ pages or 4 pages). The key of this assignment will be providing me with a paper that contains *critical analysis, original and innovative arguments, creative and unusual thought, and readability*. For more guidance, refer to the “standards for grading” handout (from Gadkar-Wilcox, “History after Humanism,” Spring 2016).

For help, questions, or recommendations on developing your course, feel free to contact us at [honors@wcsu.edu](mailto:honors@wcsu.edu). We are eager to aid in developing your courses, and will help in any way we can.