

SYLLABUS REQUIREMENTS: HONORS COURSES

Updated August, 2016

Instructions: All syllabi for GE courses must include the following two sections:

- General Education Goals
- Student Learning Outcomes

General Education Goals. The required GE goals for each Element are listed below. Instructors may copy/paste these goals directly into syllabi for each General Education element addressed by the course.

Student Learning Outcomes. The *approved, core set* of student learning outcomes is listed below for each course in the Honors General Education Program. Instructors may copy/paste these SLOs directly into syllabi. These are the *core sets* of SLOs that must appear on every syllabus, for every section of a GE course. Instructors may add to this core set other SLOs that are specific to their sections.

GENERAL EDUCATION GOALS by ELEMENT

Element 1: Communication

Students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)

Element 2: Mathematics

Students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
2. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (GE Goal 7)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)

Element 3: Arts & Humanities

Students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
2. Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works. (GE Goal 6)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (GE Goal 7)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)

Element 4: Natural Science

Students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
2. Analyze the fundamental natural processes of the world and the interactions of humans and their environment. (GE Goal 5)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (GE Goal 7)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)

Element 5: Historical/Social Science

Students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
2. Analyze the historical and social contexts of cultural, economic, political, religious, and scientific developments. (GE Goal 3)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (GE Goal 7)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)

Element 6: Diversity of Perspectives & Experiences

Students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
 2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
 3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
 4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
 5. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)
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All Writing Intensive Courses:

For all writing intensive courses this student learning outcome should be added to the core set of outcomes (n.b.: this outcome is already added to each “W” course listed below):

1. Demonstrate a writing process that produces effective documents appropriate to course level.
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STUDENT LEARNING OUTCOMES

Core Set of Approved Student Learning Outcomes by Course

HON 100: Honors Seminar (Orientation)

1. Articulate how ECU's General Education Program contributes to being a liberally educated person.
2. Demonstrate the ability to apply the Elder & Paul Elements of Thought and Intellectual Standards of Critical Thinking.
3. Identify academic resources and support services important for academic success.
4. Engage in activities that promote connection to the University
5. Participate in activities affiliated with the ECU Honors Program community.
6. Integrate social, cultural, and intellectual dimensions of academic life through participation in co-curricular activities, experiences, and events.
7. Demonstrate critical thinking through class discussions, written work, and classroom presentations.

8. Develop creative products based on inquiry, such as class discussion, critical analysis, integrative collaboration, observing, and using technology.

HON 102: Honors Rhetoric (Elements 1A, B)

Students who successfully complete this course will:

1. Discover different ideas and perspectives on a piece of information.
2. Recognize the audience, set a relevant tone, and engage that audience effectively.
3. Engage ideas and perspectives that may be different from their own.
4. Evaluate ideas and information through critical reasoning.
5. Synthesize information from various sources.
6. Organize information in a clear and logical fashion.
7. Employ writing that is clear, accurate and precise.
8. Use accurate and relevant vocabulary.
9. Accurately use punctuation, grammar, and capitalization.
10. Communicate through speaking and writing persuasively the results of their research, evaluation, and synthesis.
11. Utilize skills of productive collaboration with peers and faculty.
12. Use sources effectively and ethically with appropriate attribution.
13. Exercise information literacy.

HON 103: Honors Communication (Element 1C)

Students who successfully complete this course will:

1. Describe and explain the relationship between effective public communication skill and personal, professional, and community power.
2. Analyze various forms and purposes of oral public communication.
3. Gather appropriate audience-centered information and evidence to produce adequate support for informative and persuasive speeches.
4. Synthesize supporting materials to produce logical, audience-centered plans for presentation.
5. Demonstrate competent verbal and non-verbal communication skills in speech delivery.
6. Demonstrate effective comprehensive and critical listening skills through self and peer evaluation processes.
7. Successfully implement context-appropriate technology into speech delivery.
8. Demonstrate ethical communication practices, as reflected in the National Communication Association's Credo for Ethical Communication:
<http://www.natcom.org/Default.aspx?id=134&terms=ethical%20communication%20credo>.

HON 304W: Honors Seminar in the Mathematical Sciences (Element 2)

Students who successfully complete this course will:

1. Gather, synthesize, and critically analyze information and present it in a well-written format.
2. Verbally articulate complex information in an interesting presentation.
3. Comprehend the major concepts of the course.
4. Use terminology and notation appropriately.
5. Execute appropriate strategies for solving problems.
6. Use mathematical and/or logical operations appropriately.
7. Interpret the meanings of solutions in the context of the associated problems.
8. Integrate relevant information, concepts, perspectives, and principles.
9. Demonstrate a writing process that produces effective documents appropriate to course level.

HON 307W: Honors Seminar in the Arts (Element 3A)

Students who successfully complete this course will:

1. Gather, synthesize, and critically analyze information and present it in a well-written format.
2. Verbally articulate complex information in an interesting presentation.
3. Comprehend the major concepts of the course.
4. Express ideas about the arts and humanities through sentences that are clearly formulated, grammatically correct, and stylistically competent.
5. Accurately locate particular works and/or cultural movements in relation to relevant contexts.
6. Demonstrate a writing process that produces effective documents appropriate to course level.

HON 308W: Honors Seminar in the Humanities (Element 3B)

Students who successfully complete this course will:

1. Gather, synthesize, and critically analyze information and present it in a well-written format.
2. Verbally articulate complex information in an interesting presentation.
3. Comprehend the major concepts of the course.
4. Express ideas about the arts and humanities through sentences that are clearly formulated, grammatically correct, and stylistically competent.
5. Accurately locate particular works and/or cultural movements in relation to relevant contexts.
6. Understand the methods used in the arts and humanities.
7. Integrate relevant information, concepts, perspectives, and principles.
8. Demonstrate a writing process that produces effective documents appropriate to course level.

HON 310W: Honors Seminar in History (Element 5A)

Students who successfully complete this course will:

1. Critically analyze historical primary sources.
2. Evaluate and critique historical information from textbooks, monographs, and scholarly articles.
3. Create thesis statements, evaluate arguments, and resolve issues in historical context.
4. Communicate effectively orally and in writing the conclusions derived from historical materials.
5. Illustrate the connections between history and the humanities.
6. Demonstrate a writing process that produces effective documents appropriate to course level.

HON 312W: Honors Seminar in the Social and Behavioral Sciences

(Element 5B)

Students who successfully complete this course will:

1. Gather, synthesize, and critically analyze information and present it in a well-written format.
2. Verbally articulate complex information in an interesting presentation.
3. Comprehend the major concepts of the course.
4. Apply relevant concepts and theories of the social and behavioral sciences in different contexts.
5. Establish a conclusive position regarding a topic in the social and behavioral sciences and identify consequences.
6. Understand the research methods used in the social and behavioral sciences.
7. Integrate relevant information, concepts, perspectives, and principles.
8. Demonstrate a writing process that produces effective documents appropriate to course level.

HON 317: Honors Seminar in the Natural Sciences

(Element 4)

Students who successfully complete this course will:

1. Gather, synthesize, and critically analyze information and present it in a well-written format.
2. Verbally articulate complex information in an interesting presentation.
3. Understand the methods used in the natural sciences.
4. Comprehend the major concepts of the course.
5. Apply scientific principles to make reasonable and valid conclusions.
6. Apply scientific knowledge to address issues of personal and public importance.
7. Integrate relevant information, concepts, perspectives, and principles.
8. Design and conduct experiments pertinent to course material

HON 320W: Honors Seminar in Diversity of Perspectives & Experiences

(Element 6)

Students who successfully complete this course will:

1. Comprehend the major concepts of the course.
2. Gather, synthesize, and critically analyze information and present it in a well-written format.
3. Verbally articulate complex information in an interesting presentation.
4. Understand the methods used in the analysis and/or expression of the experiences and perspectives of historically marginalized or underrepresented groups.
5. Consider the role(s) played by relevant social, economic, literary, and historical forces in the depiction and positioning of historically marginalized or underrepresented groups.
6. Analyze the categories of one's identity within the light of the issues raised in the course.
7. Demonstrate a writing process that produces effective documents appropriate to course level.

HON 420: Thesis Project and Seminar

Students who successfully complete this course will:

1. Articulate the central question s/he wishes to answer over the course of his/her honors thesis project.
2. Identify appropriate sources available at or through ECU's Crabbe Library.
3. Comprehend what constitutes ethical scientific research involving human subjects or, when appropriate, animals.
4. Recognize effective strategies for communicating their work in a presentational and visual form.
5. Critique ten potential sources for the project in an annotated bibliography that is part of the final interim report.
6. Reframe their research question at the end of the semester based on that semester's work.
7. Design a schedule for the work necessary to complete the project in the semesters to follow.
8. Progress in the overall thesis project to the satisfaction of the faculty mentor, recorded in the form of the interim report, presented in class.