2015-2016 Courses

Fall 2015
First Year Experience (FYEX 100) 1 Credit
Monday, 3pm and 4pm
Wednesday, 10am and 11am
Gen Ed 12
This course supports the development of student success skills, such as reading, writing, and speaking; helps students gain intellectual confidence; builds in the expectation of academic success; and provides assistance in making the transition to university life. The course provides an orientation to the mission and core competencies of the Honors Program, and strengthens the interaction and sense of community among first-year honors students. Students will analyze and categorize leadership, research, and global citizenship themes, identify appropriate learning goals, and develop an e-portfolio for their use in the Honors Program.

Composition (ENG 101) 4 Credits, Justin Eells
Monday and Wednesday, 8 am - 9:45 am, AH 311
Gen Ed 1a
ENG101 supports the Honors research competency by teaching critical reading, writing, and research skills. The course emphasizes reading texts carefully, summarizing others' ideas accurately, integrating material selectively, and communicating effectively. The course teaches students to adapt their language practices based on their audience, purpose and context, and it supplies them with a toolkit of transferrable writing strategies from which to select when faced with a rhetorical situation.

European History to 1648 (HIST 180) 4 credits, Chris Corley
Tuesday and Thursday, 1pm - 2:50pm, AH11
Gen Ed 5, 9
This course examines European history from the ancient and classical periods to 1648, the end of the Thirty Years' War. The course is designed to kindle your interest in the past by revealing worlds and peoples whose accomplishments and activities, for better or worse, have deeply impacted our world today. This honors section will abandon the traditional textbook-style approach in favor of deep analysis of primary sources (documents from the time period) and by experimenting with simulations of past situations in the period under study. In the simulations, students will study the period and its events, people and ideas; engage contemporary conflicts; and make decisions that place them at the center of sweeping changes in European history.

Human Relations in a Multicultural Society (KSP 220W) 3 Credits, Dr. Kruizenga
Wednesday, 3pm - 5:50pm
Gen Ed 7, 11,
Students will be exposed to many aspects of human relations in a multicultural society. This course prepares students to critically examine the social and cultural foundations of inequality in the society through the lens of public education. This main purpose of this
course is the study and application of positive relationships in diverse communities in school and the larger community, through in-class explorations as well as service learning work in schools and/or the community. The course places a strong emphasis on community building as we have students from various colleges and majors attending the course.

**Research and Information Literacy (HONR 401) 3 Credits, Justine Martin**

*Wednesday, 6pm - 8:45pm, ML 81*

To thrive in today’s information rich society, students need information literacy, or the ability to recognize an information need and to locate, evaluate, and effectively use needed information. By the end of this course, students will exhibit how to effectively find, evaluate, and synthesize information for academic research. Students will explore a variety of information tools, resources, and ethical dilemmas as they enter the community of scholars. The work produced in this course will help students prepare for undergraduate research projects.

**Developing Your Mentor Philosophy, (HONR 401) 1 Credit, Ashley Kanak**

*Tuesday, 4pm - 4:50pm, AH 223B*

This course will provide opportunities for in-depth investigation into leadership styles and methods, aiming to guide discovery and development of each student’s personal mentor philosophy. Students will apply their mentor philosophies throughout the semester by collaborating with and guiding new Honors students through various mentoring opportunities. Students participating in this course will be expected to work together to help create these mentoring opportunities, as well as be available and open to other students as mentors in the Honors Program. The goals of this course are to help students discover mentor qualities, to guide students to become more comfortable and confident with what it means to be a mentor, to utilize students’ strengths and weaknesses to build their individual mentor philosophy, to provide opportunities for students to practice their mentor philosophies, and to contribute to student portfolio development in leadership competencies.

**Honors Senior Portfolio (HONR 475) 1 Credit, Anne Dahlman**

This required course for seniors in the program allows the student to articulate where and how he or she has met the Honors Program Learning Outcomes.

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**Spring 2016**

**Psychology Today (PSYC 103W) 3 Credits, Rosemary Krawczyk**

*Gen Ed 1C*

This course will introduce students to psychological issues in society that affect their lives, behaviors, and the way they think. Students will be required to critically address current issues through intensive writing, research, discussion, and presentations.

**Worlds of Dance (DANC 225) 3 credits, Julie Kerr-Berry**

*Gen Ed 8*
This course explores many dance forms from around the world. From an interdisciplinary approach, its primary focus is to broaden student’s perspective and understanding of dance. The course is founded on the premise that dance is an embodiment of culture, while universal in expression it is specific in form.

**Introduction to Honors (HONR 201) 1 Credit**
*Monday 3pm - 3:50pm, Ginny Walters  
Monday 4pm - 4:50pm, Anne Dahlman*

This course is required for students who transfer into the Honors program or who join without taking the FYEX course. This course provides an orientation to the mission and core competencies of the Honors Program. Students will analyze and categorize leadership, research, and global citizenship themes, identify appropriate learning goals, and develop an e-portfolio for their use in the Honors Program.

**Social (In)Justice: A Critical Case Analysis of Immigrants in U.S. Schools (HONR 401), 3 credits, Anne Dahlman**

This seminar is a philosophical and pedagogical exploration of the relationships among language, culture, oppression, power, and education, and will shed light on how these factors shape societal perspectives and schooling practices. Students will examine ways to transform education and take action to create positive change.

**Leadership and Interpersonal Communication, (HONR 401) 4 Credits, Kristen Cvancara**
*Monday & Wednesday, 2pm - 3:45pm, AH 310*

Interpersonal communication theory is examined through a "goals-based" approach designed to highlight psychological, social, cultural, and linguistic theories that influence communication patterns illustrated across relationship types. Discussions will blend theory with everyday experiences to analyze, evaluate, and understand communication principles that affect relationship development, maintenance, and dissolution. The textbook is supplemented with primary research articles and chapters to bridge student thinking from a skills-based approach to theory-based understanding of communication processes and dynamics involved in interpersonal interactions. A balance of participation, reflections, and creative research project will keep students engaged throughout the course.

**Honors Senior Portfolio (HONR 475) 1 Credit, Anne Dahlman**

This required course for seniors in the program allows the student to articulate where and how he or she has met the Honors Program Learning Outcomes.