

BUILDING YOUR HONORS CURRICULUM

This document is comprised of two sections intended to help you build your honors-designated course. The first contains suggestions for ways that you might consider enhancing an existing course in terms of rigor, content, and pedagogy in order to create an enriched, honors curriculum. The second makes suggestions for writing these enrichments into the curriculum using Curricunet. Please let me know if you have suggested alterations or additions to this document.

I. Forms of Honors Enrichment

The key word in honors educational philosophy is “enrichment.” The term is meant to connote that honors classes should not simply be more rigorous or entail more work than the regular section but that the student’s engagement with the material should be more intensive, hands-on, and student-centered, and that the quality of the classroom experience should nurture high levels of inquisitiveness, critical thinking, and problem solving. Because of the honors classroom’s smaller size and its concentration of motivated students, honors classes ideally afford faculty increased engagement with students and opportunities for innovative pedagogy. I would ask you to keep these ideas in mind even though what the UC mandate requires sounds much more cut-and-dry: “increased rigor and/or content.”

In your descriptions, then, the honors outline should cover all of the material of the identically numbered regular section of a course (where relevant) but should show evidence of “enrichment” and—to please the UCOP—of “increased rigor and/or content” in several relevant areas. What this means will vary by discipline and course and will be determined by the department and the instructional faculty responsible for the course. As you build your course, please also keep in mind the broad SLOs of the Honors Program, which are as follows:

Upon completion of the Honors Program, students will be able to

- Read critically and analytically a wide range of texts and materials.
- Communicate their thoughts clearly and accurately both orally and in writing.
- Gather and evaluate information and present it accurately and persuasively in a variety of different formats.
- Complete and present a research project incorporating authoritative sources and/or original research.
- Perform effective critical thinking when solving problems related to their professional and daily lives.

Below are several alternatives for enriching your Honors course:

Student involvement:

A primary advantage of the smaller size of the honors classes is that it allows more student involvement in daily classroom and time for students to take more responsibility for class activities. Where possible, please write this into the curriculum description in ways deemed appropriate for the course, such as seminar-style instruction, student presentations, etc.

Research Projects:

One major learning objective of the Honors Program is to have students complete one or more research projects. Likewise, a current Program Review objective for the Honors Program is to increase the number of students who participate in research conferences during their time at IVC. Consider promoting this goal

by enriching the course with an in-depth research component, ideally one that involves (as applicable) the following: generating a research topic or question; conducting a literature review that entails locating, analyzing, and synthesizing appropriate sources and/or conducting original research; presenting the research findings in written form according to discipline conventions; presenting the findings in class as a poster and/or oral presentation; writing a research abstract; submitting a research abstract to a conference venue.

Note: Students have several opportunities throughout the year to apply to multidisciplinary conferences, including the homegrown IVC/SC Student Research Conference (abstracts due early Oct.; conference early Nov); the Southern California Conference on Undergraduate Research (SCCUR; abstracts due early Oct; conference Nov); the HTCC Student Research Conference at UCI (abstracts due early Dec.; conference Mar/Apr); the Bay Honors Consortium alternating between Stanford and Berkeley (abstracts due Feb; conference May). Students and faculty will receive information about these conferences early in fall semester, but feel free to contact me for more information on the conferences and their criteria, and please consider building conference-directed assignments into your class.

Service-Learning Component:

Although our program has not as yet moved in the direction of requiring a service-learning component, many honors programs have, and there will likely be a service component added to the IVC program within the next three years. Service-learning projects on campus or within the community can be a meaningful way to enrich an honors course.

Metacognitive Component:

Consider including one or more assignments that ask students to reflect upon their learning in the course. This exercise could be useful for the students' new mandatory Honors Portfolio, in which students assess how well they have met the program's learning goals, demonstrate their success with materials from their honors courses or related honors experiences, and reflect upon what and how they have learned.

Other:

It may also be useful for you to consult the following list of UCLA TAP (Transfer Alliance Program) recommended categories for potential enhancement of honors courses:

1. Expectation for greater degree of student participation and involvement
2. Student work evaluated with higher standards of performance expectation
3. More independent reading
4. More opportunities for writing
5. Course approach requires more opportunities for and/or a higher level of critical thinking
6. Students expected to use primary sources to a greater extent
7. Greater depth and/or breadth of subject matter presented
8. More opportunities for research and/or publication
9. More source citations
10. More opportunities to pursue topics/projects of individual interest
11. Course is interdisciplinary in design
12. Greater flexibility in format and teaching methodologies
13. Selected field trips, guest speakers, and opportunities to attend related cultural and social events are offered
14. Thematic focus

II. Suggestions For Honors Descriptions In Curriculum Fields

The instructions below are organized according to the fields that appear in CNET as you build a course. There are **three central imperatives** to writing your honors course:

1. **If the honors course is one for which a regular version is also offered at IVC, the outline should be exactly the same as the regular course except for the addition of elements unique to the honors course.** This is necessary in order to ensure that if there are any objections by the transfer institutions to the honors version of the course, the student will at least receive credit for the regular course (assuming that it has already received CSU and/or UC approval). **This also means that any revisions made to the COR of a regular version need to be made at the same time to the honors course, and vice versa. The honors and regular versions of the course should be on the same curriculum timeline; whenever you revise one, you must revise the other.**
2. **The COR should use labels and/or language throughout that makes explicit in all relevant fields how the honors course is distinguished from the regular version of the course with the same number. (If there is no non-honors version of the course, which components nevertheless qualify as course enrichments against a hypothetical non-version course).** Suggestions for such language are below, and you may also consult existing IVC Honors courses in CNET. At a minimum, please **indicate honors elements in ALL of the fields marked in turquoise** [or *] below and **in at least two of the fields marked in yellow** [or **]. Specified enrichments in additional fields are welcome but optional. *Note: You should indicate the enriched aspects of the course even if there is not a corresponding non-honors version of the course; you should still be able to identify the elements that meet the criteria to make the course “enriched.”*
3. **Be consistent throughout the COR.** For example, if your Catalog Description says that the Honors course will “be enriched through a collaborative project,” then that project must be represented in a consistent manner in “Assignments,” “Methods of Evaluation,” and any other relevant sections of the outline. Specified enrichments should *not* be a feature of the regular version of the course, but all other content should be exactly the same as the regular course.

INDICATING HONORS IN CNET FIELDS:

COVER

***Course ID:** Add “H” following regular course number (e.g., LIT 1H)

***Course Title:** Add “Honors” **following** the course title (e.g., Introduction to Literature Honors)

***Catalog Course Description:** Add one or more sentences explicitly stating how the honors course will be enhanced over the regular course. In addition, if a non-honors version of the course exists, add this line to the end of the description: **Credit in either [WR 1] or [1H], but not both.**

Examples:

ANTH 2H: Cultural Anthropology Honors

. . . This honors course will be enriched through limited class size, seminar format, more extensive reading and analysis of primary research, participation in first hand fieldwork

culminating in a final project - can be conducted on campus, and oral presentation. Credit may be earned for either ANTH 2 or 2H, but not both.

COMM 1H: Communication Fundamentals Honors

. . . . This honors course is enriched through extensive collaboration and a required off-campus forensics speaking event. Credit may be earned in either COMM 1 or COMM 1H, but not both.

ECON 2H: Principles of Economics-Micro Honors

. . . . This course is enriched by smaller class size, additional analytical techniques, and an expanded range of topics. Credit in either ECON 1 or 1H, but not both.

FR 1H: Beginning French I Honors

. . . . This honors course will be enriched through limited class size, more extensive development of speaking, listening and comprehension skills, more extensive exposure to French and Francophone culture and additional assignments beyond the regular FR 1. Students will be assigned a collaborative project, expanded reading and a research project that requires critical thinking. FR 1H is equivalent to two years of high school French. Credit may be earned in either FR 1 or 1H, but not both.

HIST 51H: Women in American History Honors

. . . . The honors course is enriched through seminar style classrooms, additional writing assignments, independent research, and attention to historiography. Credit may be earned in either HIST 51 or 51H, but not both.

HUM 71H: Introduction To Film Honors

. . . . As an honors course, students will encounter more demanding film texts (including avant garde and experimental films) and readings in the areas of criticism and theory. Enriched assignments will require a higher level of engagement expressed in written and oral forms. Credit may be earned in either HUM 71 or 71H, but not both.

PSYC 10H: Statistical Methods in the Behavioral Sciences Honors

. . . . Honors students use SPSS to analyze a real-life data set, and then present research results in A.P.A. formatting and presentation style. Credit may be earned in either PSYC 10 or 10H, but not both.

***Class Schedule Course Description: Incorporate relevant descriptors that distinguish honors class; add the following phrase to the end of the description: Credit may be earned in either HUM 71 or 71H, but not both.**

Examples:

HUM 71H:

Advanced introduction to narrative, thematic, and aesthetic aspects of cinema. Honors course texts and assignments require a higher level of engagement and rigor in analyzing and writing about film art, technology, and theory. Credit may be earned in either HUM 71 or 71H, but not both.

WR 1H:

An intensive introductory course in college composition, concentrating on analysis and interpretation of diverse texts. This honors course is enriched through extensive, rigorous reading, writing, and research assignments. Credit may be earned in either WR 1 or 1H, but not both.

UNITS/HOURS

***Maximum Enrollment: All honors courses are capped at 20 except WR1 and WR2, which are capped at 15.**

METHODS OF INSTRUCTION

Curricunet does not allow added information in this field.

****LECTURE CONTENT: Identify any additional material that will covered in lecture or ways in which material will be treated in more depth.**

Examples:

from ECON 2H:

- IX. Macroeconomics of contemporary economic problems
 - A. Current state of the US economy
 - B. Future US economic activity
 - C. Honors: Use the analytical tools presented in the class to critically evaluate the current state of microeconomic policies**
- X. International trade and finance
 - A. Trade balances
 - 1. Value of exports and imports
 - 2. Comparative advantage
 - 3. Determination of exports and imports
 - B. Exchange rate regimes
 - 1. Flexible
 - 2. Floating
 - 3. Fixed
 - C. Foreign currency market
 - 1. Supply of foreign exchange
 - 2. Demand for foreign exchange
 - 3. Factors that affect exchange rates
 - D. International sector and aggregate demand
 - E. Honors: Investigate and evaluate the effects of globalization on the macro economy; growth, employment, incomes, etc.**

from FR 1AH:

- III. FR 1H covers the above topics more in depth than FR 1 giving students more opportunity for practice in class and assigning more work outside the class to address these topics in detail. Additionally, a research project and a group project develop critical thinking. FR 1H also addresses the following additional topics:
 - A. Levels of French in different milieux
 - B. Variations of French across cultures
 - C. Indepth self-description
 - D. Cultural and historic relations between France and the U.S.
 - E. Americans in France
 - F. French in Canada
 - G. French in New Orleans
 - H. French in Tahiti

I. Research methods and citation usage

****LEARNING OBJECTIVES: You may include additional objectives specific to completion of the honors course.** Use word or phrase to introduce additional objectives such as “Honors:” or “Additional objectives for Honors course include the following: [. . . .]“

Examples:

from FR 1H:

- III. Additional objective for FR 1H: use variants of vocabulary and grammar structures to formulate spoken French sentences at a beginning level.
- IV. Additional objective for FR 1H: Differentiate among French variants spoken in different Francophone countries.
- V. Additional objective for Fr 1H: Accurately respond and provide additional information, comments and questions to oral and written questions or passages related to course content so as to be able to engage in a longer exchange than in FR 1.
- VI. Additional objective for FR 1H: construct written sentences with a level of complexity appropriate for a short report/research paper in French.
- VII. Additional objective for Fr 1H: Compare and contrast cultural features of France and other Francophone countries like Quèbec and Tahiti with those of the U.S. throughout time.
- VIII. Additional objective for FR 1H: Locating resources and citing.

from ANTH 2H:

- 12. The honors course will require the student identify and analyze the validity of primary research examining subsistence strategies, kinship structure, political, economic and religious systems in traditional or contemporary societies and their applicability to broader global issues.
- 13. The honors course will require the student to plan, execute and evaluate their own firsthand small scale research project

from ECON 1H:

- 12. Honors: Mathematically demonstrate the wealth that is created from specialization and resource markets.
- 13. Honors: Analyze the effects of disequilibrium in a variety of market situations.
- 14. Honors: Use mathematical and graphical analysis to evaluate the effects of changing circumstances in resource markets.

****METHODS OF EVALUATION: Indicate any additional means of evaluation exclusive to honors course.**

Examples:

from ANTH 2H:

Additionally in this honors course students will be evaluated based upon:

Essays generated from sub-group discussions of case studies emphasizing students' ability to identify and evaluate the interconnectivity of subsistence, kinship and marriage, politics and belief systems.

Field reports that demonstrate students' abilities to plan, execute and evaluate their own firsthand small scale on-campus research projects.

Instructor assessment of occasional leadership of classroom discussions and presentations that demonstrate student's ability to guide discussions and the critical evaluations of various subjects relevant to the study and analysis of cultural systems.

from ECON 1H:

Honors: homework and exam questions that require the students to mathematically demonstrate the wealth created from specialization and trade.

Honors: short essays and problem sets that demonstrate the student's ability to analyze the effects of disequilibrium in a variety of market situations.

Honors: instructor assessment of enriched class participation, including student-centered collaborative learning, class discussion, and self-directed activities.

****COURSE ASSIGNMENTS: Identify additional assignments required in the honors section and/or explain how assignments will differ in quality, extent, rigor, etc.**

Examples:

Honors course will feature a capstone project comprising a persuasive essay with an oral presentation.

From PSYC 3H:

Honors: A research paper and conference style presentation on a topic of the student's choice that involves answering a question about the neurobiology underlying a specific behavior. The student will propose a research project with the goal of further enhancing our understanding of the topic. Background research will consider methods of neuroimaging, and journal article analysis will demonstrate critical thinking in regards to the topic.

From HUM 1H:

- IV. Reading: Assigned reading should include primary sources in literature and philosophy, and may include secondary sources in the fields of art, architecture, and film criticism. **Honors: Additional reading of original sources requiring a more in depth analysis of content such as Heidegger's Poetry, Language, and Thought.**
- V. Writing: A series of papers that identify, explain, and analyze works and themes central to the humanistic inquiry in literature, art, architecture, film, and philosophy. A series of papers that identify and deploy theoretical approaches and methodologies used to analyze works and themes central to the humanistic inquiry in literature, art, architecture, film, and philosophy. **Honors: Papers (totaling 5000+ words) that explain, analyze, and apply more sophisticated works.**
- VI. Other: View and analyze assigned feature films, works of art, and architecture that explore the themes central to humanistic inquiry. **Honors: Applying more challenging theoretical approaches and methodologies, view and analyze films, works of art, and architecture that explore the themes central to humanistic inquiry.**
- VII. Oral: In class discussions that explore and expand upon themes central to humanistic inquiry in literature, art, architecture, film, and philosophy. **Honors: Discussions, conducted in seminar format, that explore and expand upon themes central to the humanistic inquiry in literature, art, architecture, film, and philosophy using more challenging theoretical approaches and methodologies.**

from ANTH 2H:

Other: Group project that, for instance, explores how culture shapes and impacts major institutions such as marriage, family, religion, economics or political systems. **Students in this honors course will plan and execute firsthand field research, conducted on campus, to accompany this group project.**

Oral: Participation in classroom discussions that evaluate and identify broader applicability and relevance of analysis of cultural systems from a global perspective and critique the challenges anthropologists face when adhering to professional ethical obligations while conducting fieldwork. Presentation of group project. **Students in this honors course will occasionally be expected to lead classroom discussions as well as present results of original field research.**

Required Texts: You may indicate additional/different texts or types of texts.

Example:

Honors course will have additional assigned single-author texts such as [].