GUIDE FOR DEVELOPING HONORS COURSES

An honors course should clearly indicate in the course outline of record the additional requirements that make it an honors course. Add additional requirements to:

- Course description
- Methods of instruction
- Assignments
- Methods of evaluation
- Objectives
- Course outline

Course Description

1. Add one of the below to the course description:
   a. Example: Honors ______ uses the pedagogical methods common to all Honors courses: writing-intensive, collaborative, and experiential instruction. As an honors course, there is a focus on analytical writing and exploring the field through reading primary source research.
   b. Example: Honors ______ uses advanced teaching methods and current real-world business situations to enhance and deepen student learning of critical concepts and frameworks in _________. With an emphasis on research and analysis, students have the opportunity to apply critical thinking skills and concepts to develop their knowledge of _________.
   c. Example: Honors ______ uses the pedagogical methods common to all Honors courses: trans-disciplinary, writing-intensive, collaborative, and experiential instruction. As an honors course, there is a focus on analytical writing and an emphasis on a higher degree of student participation and leadership in class discussions and other interactive teaching/learning techniques that are generally unsuitable for larger undergraduate courses.

Methods of Instruction

1. Choose “Honors Pedagogy” from drop down menu and in rationale textbox add:
   a. Example: The instructor challenges students to engage in writing-intensive, collaborative, and experiential learning to enhance the students' understanding and mastery of course material.

2. Choose another fitting method of instruction and add in the textbox where appropriate:
   a. Example: The instructor facilitates research and project presentations on ________ to encourage students to critically analyze primary source research in the field of _______ and present it in a professional way to their peers.
   OR
b. **Example:** The instructor facilitates honors group projects (or class presentations, in-depth class discussions, advanced problem solving, critical analysis etc.) on ______.

**Assignment**
1. Add the Honors research paper or analytical project below the critical thinking assignment.
   a. **Example:** Research and write a 10-page paper addressing ____________.
      Critical analysis of primary source articles is required.
      OR
   b. **Example:** Complete and deliver a class presentation on _____ which critically analyzes ________.

**Methods of Evaluation**
1. Choose an appropriate method of evaluation from drop down menu and in rationale textbox add a description of an honors assignment that will be evaluated.
   a. **Example:** The instructor assigns a 10- to 15-page research paper assignment on __ ______ to evaluate students' critical thinking skills, and their ability to apply concepts from the class to individually-designed research questions.
      OR
   b. **Example:** The instructor requires students to undertake critical analysis of primary source research articles and prepare an in-class presentation.

**Course Objectives**
1. Add an objective that describes the extra honors research paper or project.
   a. **Example:** Write analytical papers by synthesizing and critically analyzing primary source research in the field of ______.
      OR
   b. **Example:** Demonstrate the ability to conduct additional exploration, research, and analysis in the field of ______.

**Course Outline**
1. Add a topic or subtopic that references the use of primary sources to research and analyze:
   a. **Example:** Use of primary source resources to analyze ______.
      OR
   b. **Example:** Synthesizing and critically analyzing primary source research in the field of ______.