

Hi Marsha,

For HONR 201, the committee requested the following:

1. pre-requisites: either list completion of/or enrolled in.....or only offer in Spring
 - a. I'm not sure what the intent is here – there are no prerequisites other than being part of the Honors Program. I need to offer it every semester because of the myriad of schedule conflicts that students in many different majors have.
2. attendance policy: what happens with approved absences (e.g. student athletes, etc.)

I have added text about students away on sanctioned events.

3. late work: recommend changing language to be more clear...per class period may be ambiguous for the student and what if they turn in at the end of class--is that -15% or -30%.
I have added some language and believe that it is clear as is.

4. schedule: Proof of concept needs to be bolstered. Suggest adding weekly readings.

I have replaced the schedule that was in the syllabus with the one that we used this semester. I hope this is sufficiently detailed to demonstrate that we provide a rigorous class.

HONR 101-----credit should be----- 1 credits equivalent (.5 + 1 + 0)

I changed this to read 1 + 0 + 0. While there are activities involved, there are no labs.

HONR 301:

1. Should the prereqs be HONR 201?

No, that really isn't necessary. Students could still succeed in this class without having completed HONR F201. Keep in mind that these are all closed enrollment classes, and the Honors Program will have control over who is enrolled through advising and approval processes. Scheduling is a constant challenge because the Honors Program has students in multiple majors and no control over when all those other classes are offered. We need some reasonable degree of flexibility.

2. Phasing scheme and explanation for each semester....return with more structure....or some sense of why this ought to work...some kind of basic assignment types....benchmarks....informed by the upcoming HONR 390...?

Again, I'm not sure what your comments mean – or what specifically you are looking for.

Phasing scheme – I don't know what this refers to. The topic will change each semester, and will be determined prior to scheduling the course. The topic will be advertised., The topic might be chosen by honors students through one of their many opportunities to engage with each other and the program staff – or ultimately, if by some miracle, we had some funding – we could offer an opportunity to faculty to buy out some departmental teaching and teach this instead – on a topic of their choice.

Explanation for each semester – means what? To expand, I'm including two possible course schedules: one for the Food seminar we are doing now, and a list of potential topics for the Post Traumatic Stress seminar we will be offering next spring. Readings or speakers have not been identified, but the basic concept and progression is laid out. See attached.

Basic assignment types were laid out previously – readings, discussions, presentations, group presentations, panels..... each semester will need to be tailored to the topic and to the students. This semester students have already been graded on a group paper (both peer grade and professor grade), and on written assignments regarding quality information on world hunger. They will have additional assignments that will be graded – written ones, individual presentations, and a group project that is at the design phase, but is not implemented.

HONR 302:

1. Schedule include deliverables by phasing...even progress reports would be helpful
2. Instructional Methods: More structure....once the rest is tightened up.

Informed by the upcoming HONR 390...?

I'll withdraw for now, as I do not have any more time to spend on this currently. I will offer as special topics.

HONR 390:

1. prereqs. should it be HONR 201 and 301
2. number not available. Registrar said you could use HONR 391 (or HONR 380)
3. Attendance issues: 1. What happens to folks who skip? 2. What about athletics, etc.? clarification...10% is usually what the committee likes to see for attendance percentage of the grade.
4. Clarify what it means to attend two research presentations and how do they asses...write up, etc.
5. Is this equivalent to the old courses....how do we handle...?

I'll withdraw for now.