

COURSE DEVELOPMENT GUIDELINES FOR HEC COURSES

Prepared by the Honors Curriculum Committee (F'09-Spr10)

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The purpose of Honors Enrichment Components is to give groups of students enrolled in courses that are not restricted to Honors students an educational experience equivalent to that in the exclusive Honors courses. Herold Kane has characterized the Honors experience in this way: "Compared with a non-honors course on the same content, an honors course must be distinguished by an appropriate combination of its relative rigor, depth, intensity, cross-disciplinary or interdisciplinary character, and/or its innovative teaching/learning modalities." An important goal is to reduce what Greg Phillips has referred to as "transfer shock" when community college students transfer to selective four-year colleges, by providing a firm foundation for rigorous scholarship in particular academic disciplines.

The essential guidelines for Honors Enrichment Components are similar to those for Honors courses. Honors Enrichment Components should:

- Be designed to familiarize students with the current methodologies and vocabulary of scholars in that field or discipline.
- Require enough work -- reading or writing assignments, exercises, and/or problems -- to prepare students for the demands of upper-level courses for majors in that field at the colleges and universities to which they intend to transfer; faculty should therefore familiarize themselves with those demands by looking at syllabi (or better yet, exams and/or assignments) for such courses at a range of colleges and universities.
- Give students, especially in upper-level courses, some encounters with current scholarly publications in the particular field or discipline.

Suggestions for Honors Enrichment Component elements include but are not limited to:

- More challenging readings than the course usually requires, perhaps including current articles or other publications in the discipline into which the course falls, and/or additional readings to widen and deepen the scope of the course.
- Assignments that require use of primary sources and critical thinking.
- Projects entailing original research using the current methodology of the discipline into which the course falls.
- Research Paper appropriate for publication in the Kingsborough Honors Journal *Distinctions*.
- Oral Presentations, solo or group, such as presentation of research findings, appropriate for presentation at the Northeast Regional Collegiate Honors Council Annual Conference, the National Collegiate Honors Council Annual Conference, the KCC Student Honors Symposium or comparable academic conferences.