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Honors Program First Year Curriculum Guidelines

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General and course-specific guidelines to support faculty in the design of courses that will offer a coherent student experience of the Honors Program's first-year curriculum

The First Year Curriculum

Guidelines for Faculty

CSUSB University Honors Program

Contents

Guidelines for Courses in the Honors Program's First-Year Curriculum

The University Honors Program's first-year curriculum engages students in a year-long experience comprised of four courses, with students taking two each semester. Each of these courses falls within General Education, and students completing the first-year curriculum finish three of the so-called "Golden Four" within their Honors experience. What differentiates these Honors courses from the standard General Education courses is the cohort experience students have within the program, and the curriculum's four courses are conceptualized as a coherent whole comprised of individual pieces.

This document is intended to support faculty teaching in the Honors Program's first-year curriculum by explaining the design intent behind it, highlighting strategies for meeting the goals of the curriculum, and establishing minimum expectations for what a course in the first-year curriculum will do. These guidelines were produced by faculty in a week-long institute that examined integrative learning, metacognition, and design of significant learning experiences. The document is divided into two main sections, general guidelines and course-specific guidelines.

The purpose of these guidelines is to ensure a base level of consistency across sections of the same course so that Honors students have a relatively common experience—thereby supporting the intent of the cohort model. Secondarily, these more specific guidelines offer faculty from different disciplines a basic understanding of what happens in the courses that they do not teach—thereby supporting the goal of supporting integrative learning. Each set of guidelines was written by faculty in the relevant discipline, though cross-disciplinary teams met to discuss strategies for encouraging metacognition and integrative learning across the curriculum.

Overview of the Honors Program First-Year Curriculum

In the Fall semester students take:

- HON 1100 Writing Rhetorically
  Concentrated composition course for first-year Honors students. Examines the ways written language functions in various contexts. Students will conduct research and draw upon critical readings of texts to develop their own arguments, as well as examine and use rhetorical strategies that respond to different situations. Satisfies GE requirement A2, Written Communication. Outcomes addressed:
    - Metacognition
    - Thinking Critically
    - Critical Literacies: Information Literacy
    - Critical Literacies: Written Communication

- HON 1200 Thinking Critically
  Analysis of various kinds of reasoning employed in everyday life and in more specialized contexts, to develop each student's skill in understanding and using carefully constructed arguments. Illustrations will include materials drawn from contemporary issues. Satisfies GE requirement A3, Critical Thinking. Outcomes addressed:
    - Metacognition
    - Thinking Critically
    - Critical Literacies: Written Communication

In the Spring semester students take:

- HON 1300 Communicating Orally
  Introduction to effective speech communication with emphasis on thinking about the decisions that are made to construct informative and persuasive presentations that are rhetorically and visually engaging. Satisfies GE requirement A1, Oral Communication. Outcomes addressed:
    - Metacognition
    - Critical Literacies: Information Literacy
    - Critical Literacies: Oral Communication
    - Critical Literacies: Written Communication

- HON 1000 Constructing Knowledge
  An exploration of the ways in which knowledge is constructed and the active role individuals play in the creation of their own learning. Satisfies GE requirement E, Foundation Seminar. Designated Writing Intensive. Outcomes addressed:
    - Metacognition
    - Critical Literacies: Oral Communication
    - Critical Literacies: Information Literacy
    - Critical Literacies: Written Communication
    - Diverse Perspectives
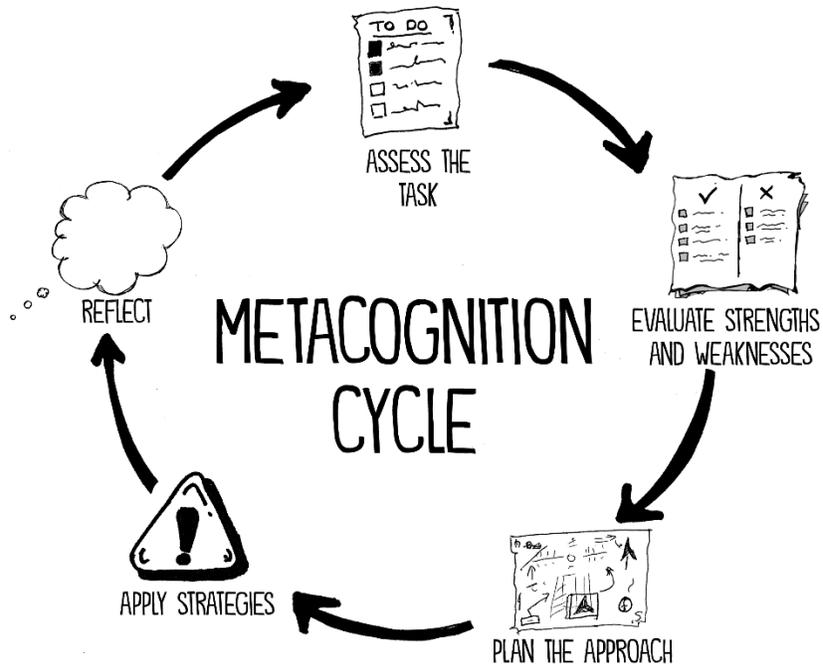   - Integrative Learning
    - Collaboration

Two general principles undergird the design of the curriculum as a whole: metacognition and Integrative learning. Metacognition is, in short, thinking about or awareness of one's own thinking. Schraw (1998) argues that there are two components to metacognition, each with three aspects. The first component, which he names "knowledge of cognition" (114), includes:

- Knowledge about oneself as a learner;
- Knowledge about heuristics and strategies for doing things;
- Knowledge of when to deploy one's abilities and/or the heuristics and strategies.

The second component, which Schraw calls "regulation of cognition" (114), includes:

- Planning, or selection of appropriate strategies for a given challenge;
- Monitoring, or ongoing assessment of progress in dealing with that challenge;
- Evaluation, or reflection on the process and products of the experience.

Metacognition, therefore, involves a developing awareness of what skills and abilities one has and when they can be used in addition to an ability to reflect on progress as one uses those skills and abilities. When the two components are put together, a cycle like that created by John Spencer, below, emerges. In the Honors Program's first-year curriculum, metacognition plays a central role, because three of the four courses are sites in which students develop critical skills and abilities in thinking and communicating, and they are asked to apply that learning in the fourth course. Moreover, by focusing students' attention on their own metacognitive development, the curriculum gains an integrative element around thinking about ways of knowing and doing.

TO DO

ASSESS THE TASK

EVALUATE STRENGTHS AND WEAKNESSES

METACOGNITION CYCLE

REFLECT

APPLY STRATEGIES

PLAN THE APPROACH

Integrative learning challenges students to make connections across courses and between courses and lived experience. Traditionally students have been left to make those connections on their own (Huber and Hutchings, 2004, 5) As Huber and Hutchings (2004) observe, "helping undergraduates develop strategies for going beyond the tacit message of curricular fragmentation in order to connect their learning is becoming a priority at many colleges and universities today" (5). Facilitating that kind of integrative learning is challenging in General Education at large (though CSUSB's Pathways program attempts to do this), but the cohort experience of the Honors Program's first-year curriculum offers opportunities for students to begin experimenting with this kind of connection-making with critical courses. The cohort experience and the sequencing of courses intends for students to develop competencies in thinking and communicating, to see how these areas rely on one another, and to integrate them in the service of a specific project.

High-Impact Practices as Principles of Course Design

The cohort experience leverages High-Impact Practices, which Kuh (2008) explains are "practices that educational research suggests increase rates of retention and student engagement." They are correlated, therefore, to increased student success. Three HIPs are utilized in the Honors Program's first year curriculum:

1. First-Year Seminars and Experiences: as Kuh notes, "the highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies." (9)
2. Common Intellectual Experiences: the Honors first-year curriculum offers a set of core courses that, with the junior-year interdisciplinary experience, engage students in shared learning. The cohort model enables the Honors Program to identify themes that can create coherence across the four first-year courses, a common element to this HIP (Kuh 9).

3. Learning Communities: Learning communities provide students with opportunities to integrate learning across courses and "to involve students with 'big questions' beyond the classroom" (Kuh 10). Honors achieves this by loosely networking the four first-year classes.

Simply installing HIPs is no guarantee that they will have the effects on student success that they offer. How they are executed matters. In explaining the reasons HIPs are so impactful, Kuh lays out what might be taken as principles of design. He first notes that they ask students to commit "considerable time and effort to purposeful tasks [that] require daily decisions that deepen students' investment in the activity" and adds secondly that HIPs require students to engage with faculty and peers around "substantive matters over extended periods of time" (14). Third among his reasons, Kuh explains that HIPs allow students to "experience diversity through contact with people who are different from themselves" (15). Kuh's fourth explanation is that HIPs often involve frequent feedback to students from both faculty and peers. Fifth, Kuh posits that HIPs provide students with "opportunities to see how what they are learning works in different settings, on and off campus" (17). To distill these into general principles of design, they might be restated as follows:

1. Make learning tasks (in-class activities, assignments, etc.) purposeful for students;
2. Engage students with substantive material that can be explored over time;
3. Allow students to explore material in ways that surface their diversity of views;
4. Provide regular feedback, both formal and informal, and from both instructor and students;
5. Create opportunities for students to connect learning to experiences beyond the classroom.

Reflection Prompts: Intentionally Creating Coherence

While each of the four first-year courses will ideally execute the HIPs principles, the power of the curriculum comes, as identified above, from the fact that students move through it as a cohort. This enables connections to be made across courses for a more coherent experience. That coherence can only be achieved if instructors are attentive to fostering it. Students may be the ones who need to make the connections, but to do so, instructors need to provide prompts that provide students with opportunities to pull learning together from different spaces.

To accomplish this, the Honors Program's first-year curriculum utilizes two types of reflection in its classes. These assignments are not intended to be lengthy and offer students an informal opportunity in writing to learn. Each attends to one of the two undergirding principles for the overall curricular design. Metacognitive reflection ask students to reflect on themselves as learners and how they go about constructing their own knowledge or working through challenges. Including metacognitive prompts in each course contributes to a consistent engagement of students in this type of thinking. Students might be asked, for example, to write a short reflection in which they catalog what they believe their strengths and weaknesses to be as a learner, or they might be challenged to write a self-evaluation of how they navigated through a learning challenge.

Integrative prompts can draw from the list of prompt questions appearing in the Appendix, and are intended to be deployed in the different classes to support connection-making across courses. Note that these prompts do not assume that students will find simple similarities, but that they will explore the ways course materials intersect. For example, students might be asked to reflect on what they believe their Honors course instructors would disagree about as a means of challenging them to explore the different

disciplinary approaches to material. Alternatively, they might be asked to explain what knowledge looks like in each of the different disciplines addressed by the first-year courses.

Instructors have latitude in deciding how often and how many such assignments are included in the syllabus, but each course in the Honors Program's first-year curriculum should include at least one of each. The integrative prompt may be predetermined by the first-year curriculum faculty in advance of the academic year as a means of coordinating activity and assessing student learning within the curriculum.

Student Portfolios

Students in the University Honors Program are encouraged to maintain an ePortfolio of the work they complete in their classes. This repository serves multiple functions, but among them, three stand out as particularly important. First, it allows students to review their work and reflect on progress. As a reflective space, the portfolio enables students to reconsider their own learning gains across courses. As such, it can serve as a space in which students integrate their learning over time. Second, it allows the program staff to conduct periodic assessment of student learning. By functioning as a catalog of student work, staff can review work in aggregate to identify patterns of strength and weakness in terms of student learning. Based on findings, revisions can be strategies to pedagogies, curricular design, or support services.

Finally, and most significant for the purposes of these guidelines, the portfolio offers faculty sources of material to which students might return for subsequent work. Students in Thinking Critically might, for example, undertake an analysis of one of the arguments that they made in their Writing Rhetorically class. Moreover, students will be expected to keep their reflection writings in their portfolios, so that instructors can ask them to return to prior reflections to consider their own progress over the course of the semester or academic year.

Reacting to the Past as Capstone and Theme

HON 1000 Constructing Knowledge, which students take in the spring semester, plays a unique role in the first-year curriculum. It serves as something of a capstone experience for first-year students. The curriculum of HON 1000 is a game-based approach to a historical moment called Reacting to the Past (RttP). In the course, students spend the initial weeks of the term studying the historical moment and the big ideas that were circulating around it. In this phase of the course, students must attend to critical reading, writing and thinking as they work through challenging texts and concepts.

Subsequently, students are assigned roles in the events of the historical moment. With those roles, the students replay the historical moment by collaborating to solve challenges and giving speeches that draw on the background knowledge to attempt to steer the "historical" events in their desired direction. This unfolding of events may not follow the actual history, since different parties in the game are playing to win by achieving their factional goals. In this phase of the game, students are required to apply readings as they write and deliver speeches. Moreover, they must employ critical thinking to engage with one another's speeches productively.

The final part of the course is a debriefing period, in which students "de-role" and reflect on what they learned through the experience of playing the game. Students have an opportunity at this stage to engage in metacognitive reflection as they consider how they worked with readings to construct arguments that could be presented in written and oral forms. In that way, the course does not just promote metacognition, but also integration of learning.

In addition to serving this capstone role in the first-year curriculum, the Reacting to the Past pedagogy offers the opportunity to set themes that can be deployed across the four courses that comprise the curriculum. For example, in the RttP game about the global response to the Rwandan genocide in 1994, ideas about the ethics of intervention, the role of community, and the uses of power all emerge. Any of these three themes might be taken up as areas of exploration in the four courses that comprise the first-year experience. That does not imply that each course would become a course in that theme. Rather, each course can touch on the theme as much or as little as is deemed fit by the instructor. Threading the theme through the four courses provides yet another means of creating a coherent and integrative experience for students.

References

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Honors 1100 Writing Rhetorically

In this guide, you will find the student learning outcomes for HON 1100, recommended assignments, information about how this course can integrate with other Honors core courses, and principles for the effective teaching of writing at the university level. This guide aims to provide some programmatic coherence across sections of HON 1100 while also making space for individual instructors to design courses that reflect their own pedagogical, intellectual, and academic approaches.

Student Learning Outcomes

The student learning outcomes outlined below were created to support you as you design your HON 1100 course. Many instructors find it useful to translate these outcomes into more accessible language for student-facing documents like syllabi. Beneath each outcome, you will find a comment preceded by an asterisk; that note offers suggestions of how you might work toward this outcome through your classroom activities, conversations, and assignments.

1) Writing as Inquiry / Intertextuality

Through engagement with diverse kinds of knowledge and methodologies, students will come to see writing as a knowledge-making process. Students will understand that reading and writing critically involves seeking out and building connections across and between texts, contexts (social, cultural, historical, ideological, rhetorical, linguistic, political, and personal), concepts, and experiences. Students will recognize that through their writing, they contribute to ongoing conversations within particular discourse communities, often in service of identifying, analyzing, and responding to complex issues and problems.

*Conducting research. Reading from various academic disciplines. Teaching "Unending Conversation" or Burkean Parlor metaphor. Whole class and small group discussions of texts.

2) Language and Meaning / Discourse Communities

By analyzing the relationships between language and meaning in texts they both read and write, students will understand, first, that language both creates and reflects meaning, and, second, that those relationships shift across texts, contexts, time, and space. Students will recognize how the language practices of a community, discipline, or profession reflect its ways of knowing, valuing, doing, and being and will practice using that knowledge to make informed and deliberate language, content, genre, citation, and style choices in their writing.

*Examining discourse communities. Investigating and naming the implicit and explicit rules that shape language behavior within the particular communities that students belong to. Encourage students to discuss the rules and conventions of their various discourse communities.

3) Genre

Through critical reading and writing, students will understand that genres (recognizable yet flexible forms of texts) shape how writers engage with others in particular rhetorical, discursive, or cultural contexts, and that writers, in turn, also shape genres as they intentionally select and mix genre conventions to achieve their purposes for writing.

 Assign various types of texts. Compose and examine various types of work: letters, academic articles, text messages, etc. Rhetorical analysis of various types of texts. Ask students to revise writing from one genre to another.

4) Writing as Revision

After engaging with sustained, multi-draft writing projects and working with various audiences to revise their work, students will understand that the process of writing is recursive, collaborative, and rhetorically situated.

 Peer workshops/Conferences. Multi-draft writing projects. Metacognitive/reflective writing about writing, process, revision, etc. Revising/re-visioning a project from one genre, medium, context, audience, purpose, etc to another.

5) Critical Information Literacy

By critically reading and analyzing texts, their contexts, and their effects, students will come to see that information carries certain purposes, authority, values, and perspectives which are shaped by cultural, economic, and political contexts. Moreover, students will understand that power relations often determine the distribution of and access to information. Students will analyze what, where, and how to retrieve information consistent with their own purposes and make ethical choices about using that information in their writing.

Assessing various types of sources. Analyzing how and why information is organized and valued in different ways. Citation practices and conventions. Defining the scope of research for students related to particular topics.

Recommended Assignments

- To create a cohesive experience for students across sections of Honors 1100, every course should include the following types of assignments:
    1. Informal, process-focused metacognitive writing (writing logs, revision memos, or other opportunities for students to reflect on their writing, reading, language use, and learning processes)
    2. Short, lower-stakes assignments that practice analysis, synthesis, etc. and scaffold into larger projects (See "Writing Assignments" and "Scaffolding" below for more information.)

3. Two longer projects that invite students to synthesize their research and knowledge and contribute to ongoing scholarly and/or social conversations (These should be multi-draft projects that students revise and polish.)

- In each section of Honors 1100, students should engage in some form(s) of peer review.
- Instructors should hold at least two conferences with each student about their writing, either one-to-one or with small groups.
- By the end of the semester, students should have completed the equivalent of 10-15 revised-to-polish pages. Because these culminating texts will involve multiple drafts and revisions, the total number of pages produced across these drafts will much exceed the 10-15 final pages. (These page counts do not include the variety of less formal writing assignments [e.g., reading responses, metacognitive writing, etc.] that students will complete in each culminating text unit.)
- Your course may include a wide variety of writing projects. Many compositionists have found success with assignments that ask students to "translate" work into another genre or medium or that invite students to reflect critically on and narrate their literacy experiences, for example. These kinds of projects might build toward, serve as, or follow from the longer projects that you design for your class.

Intentional Connections W/ Other Honors Classes

The CSUSB Honors Program curriculum is intentionally integrated, cohort-based, and sequenced in order to create a unique experience for students that is distinct from the broader GE experience at CSUSB. Students will undertake significant work with primary sources and historical research in HON 1000 as they engage in a unique learning experience within the Reacting to the Past model. In HON 1200, they will develop arguments employing philosophical reasoning and learn to write within delimited disciplinary (Philosophy) genres. Students will construct speech presentations informed by the rhetorical theories of communication in HON 1300. Instructors of HON 1100 are encouraged to challenge students to integrate the learning, research, and texts they read and produce within their other Honors coursework into their composing in this class.

What might this look like? There are many opportunities for "cross-talk" across this curricular sequence. For example, students undertaking a major composing project in HON 1100 might build upon and extend the research they began while constructing a research-informed speech in HON 1300; rather than reiterating already completed work, students might address gaps they identify in that work or follow up on sub-topics or trajectories beyond the scope of their previous research. When re-mediating written work into a presentation for the course, students might be encouraged to incorporate principles and theories engaged in HON 1300. Instructors may require students to reflect actively on how they are integrating their work across classes; reflective writing prompts that accompany these efforts create space for

students to explicitly discuss and explore the connections and challenges of carrying over topics, projects, and/or theoretically informed practices across their courses.

Shared Reflective Journal Prompts. In addition to the rich opportunities for integrative connections made directly within class discussions and various writing assignments, HON 1100 instructors can choose to assign reflective journal prompts that are shared across the Honors curriculum. These prompts were collaboratively written by faculty teaching for Honors in various courses with the goal of providing students opportunities for reflective, integrative learning through engagement with questions and ideas that overlap across the curriculum and reflect the programmatic learning outcomes of the Honors program. If used, these prompts should be fluidly integrated into the reflective writing ongoing within the course. The timing, framing, and implementation of the prompts is intentionally left to the discretion of the instructor. For example, students might respond to the prompts in or outside of class, at various points throughout the term, and in coordination or independently of other coursework. You might assign them as they are written or tailor them to the specific conversations you are having with your students. The prompts can be accessed by **<<HOWTOACCESS>>**.

Principles For Designing And Teaching First-Year Writing

This section provides guidance for designing and teaching Honors 1100: Writing Rhetorically, with attention to the "what" and "how" of teaching writing. Because this course is also conceptualized in ways that are aligned with the First-Year Composition Program beyond the Honors Program, this section borrows from the Faculty Guide for the FYC Program, unless otherwise noted.

Subject Matter of FYC Courses

Unlike other courses, in which the topic and texts of a course might be perceived as its subject matter, the subject of FYC is conceptual knowledge about writing and language that we animate with, in, and through our course materials. Each FYC course should seek to engage students in a study of this question: how do we, as writers, use language to make knowledge and participate in textual conversations meaningfully? The subject of FYC might thus be summed up as the study of the roles of language, context, purpose and genre as they create meaning.

Choosing Readings

The selection of readings should be guided by the following purposes for including reading in composition classes: (1) They create a set of ideas or subject of inquiry (a theme) that the course will address or raise and that students write in relation to; (2) They provide a context for writing that determines the ways in which the theme will be addressed in relation to a given audience; and (3) They serve as rich examples of the kinds of choices, strategies, and options

available to writers. Decisions about the quantity and pacing of course reading should reflect these purposes for reading in a composition class.

Using Readings

Writing—text production—ultimately drives the central subject of the course. Course readings should be selected and assigned so as to provide a context and conversation for writing. They should be discussed as rhetorical acts, as material shaped by and shaping specific generic choices for specific purposes. They also serve as materials that students integrate into their own writing as they enter into the conversation that the coursework defines.

Writing Assignments

Writing activities should be planned to build across the semester, so that strategies used in earlier papers will support more advanced text production in later ones. Thinking in terms of project areas rather than isolated papers may best foster this approach. Each project unit should include a culminating text (e.g., a formal paper or other polished project text) but should also include a number of less formal writing activities that support the reading, writing, and thinking required of the culminating text. The number of culminating assignments is not fixed; however, instructors may find it useful to have between two and four, keeping in mind that more complex, multi-component culminating texts will necessitate (appropriately) fewer such assignments during the semester. Specific writing assignments should ask students to think rhetorically about genre and other writerly concerns; instructors should not assign isolated "modes" papers (e.g. the compare/contrast essay, the persuasive essay, the narrative, and so on.), since these do not effectively reflect the complexities of genre and context.

Scaffolding

In addition to the sequencing principles described in the "Writing Assignments" section, above, instructors should consider how the internal scaffolding of individual projects provides experience with various activities and strategies that writers typically utilize, along with opportunities to reflect on how those activities and strategies enable the writer's making of meaning. These shorter "along-the-way" assignments within a project/unit thus provide support for unfamiliar or challenging writing tasks, pay explicit attention to strategies for reading critically and rhetorically, and ask students to interrogate their own writing and the contexts and conversations they are entering.

Attending to Information Literacy

Assignments that require students to conduct research should ask students to identify their own academic inquiries and purposes for seeking out information. They also should provide them with opportunities for learning how to find, evaluate, and use information that will help them address their inquiries. In addition, such assignments should help students understand the relationships among published genres, research methodology, and the kind of knowledge being made. Librarians are available for consultation and collaboration on these assignments.

Attending to Citation Practices and Issues of Intellectual Property

Citation practices should be taught with reference to the contextual nature of knowledge production. Assignments should offer students and teachers opportunities to discuss the conventions of research and citation as they are shaped by social purposes and underlying ideologies and located in academic and civic communities.

Revision

In order to develop a critical perspective about what they know about writing, students should have the opportunity for feedback, revision, and reflection. Feedback may take the form of teacher comments, class writing workshops, peer critiques, writing center consultations, and student-teacher conferences. Revision assignments may direct students to rewrite an assignment in response to feedback or may ask students to rethink a previous assignment in a new context or genre. Reflection can be fostered through meta-cognitive writing and/or self-assessments.

Grammar and Vocabulary

Sentence mechanics, grammar, vocabulary, usage, and punctuation should be taught in relation to real rhetorical contexts and purposes (e.g., the students' texts, the texts of other course readings) and not as discrete skills via acontextual exercises. Form--at all levels, from the sentence to the document--matters, but only in relation to the writer's rhetorical project.

Honors 1200 Thinking Critically

Unlike other disciplines, the foundational knowledge of a critical thinking course is the methodology. Therefore, there is potential for considerable variation between sections depending on the application of course content. The purpose of this document is to ensure standardizing certain elements of the course in order to promote a shared student experience. A section not sufficiently integrated into the Honors Program will deny students access to the same resources and opportunities.

Student Learning Outcomes:

Each of the five learning outcomes are aimed at achieving multiple pedagogical aims of the Honors Program. These include the acquisition and application of foundational knowledge and connecting course content with external contexts according to student interests.

1. Evaluate arguments by identifying premises and inferences.
2. Articulate reasons, beliefs, assumptions.
3. Apply critical thinking skills to real world concerns (e.g. education).
4. Develop questions that increase understanding of and engagement with content.
5. Write according to discipline genre conventions through revision and collaboration.

Recommended Assignments:

In order to create a more cohesive learning experience, the course should include versions of the following assignments. These assignments promote integrative learning with the Honors Program in part because other instructors are also implementing their own discipline-specific versions of these assignments.

1. Writing assignment with revision. It is recommended that students are allowed/encouraged to draw from previous or concurrent work from other courses.
    - E.g. explain an argument from another Honors course (like a speech).
2. Multiple informal reflections.
    - E.g. responses to selected questions from prompts provided by program, written discussion of why they chose a certain paper topic or how they approach revision.
3. Collaboration.
    - E.g. peer review, in-class group work, or collaborative note taking.

Honors 1300 Communicating Orally

Outlined below are student learning outcomes, descriptions and recommended assignments/activities that are aligned with course objectives one would see in the GE Oral Communication course, while integrating components specific to the honor's program.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Cultivate their critical thinking skills
2. Develop ethical standards for speech preparation and delivery
3. Demonstrate knowledge of the various components of public speaking and put these into practice
4. Manage communication apprehension in order strengthen self confidence
5. Exhibit social awareness and demonstrate civic responsibility
6. Collaborate with peers in order to engage with course content

Recommended Assignments & Activities

Objectives	Description	Recommended Assignments & Activities
Cultivate critical thinkers and ethical speakers	Encourage students to think critically about course content and reflect on the ways it applies in other contexts outside of the classroom. Encourage students to reflect on their ethical obligations in the sharing of information and language choice.	· Peer reviews of outlines and speeches through class workshops · Peer evaluations of speeches · Activities that encourage students to develop their own ethical guidelines · Develop activities or discussions around ethical dilemmas related to public speaking · Reflection assignments such as having students complete the prompts provided by the program.

| Design assignments that build/develop skills over time | Scaffold assignments | Consider organizing speech assignments in a way that allows students to develop specific public speaking skills sequentially.

Suggested sequence of developmental skills:

· Speaking clearly

· Strategic selection of topic

· Analyzing audience

· Organization

· Writing an introduction and conclusion

· Speaking extemporaneously

· Elements of the voice

· Elements of the body (kinesics)

· Outlining

· Research skills

· Integration of verbal citations

· Visual aids |
| Guide students in managing communication apprehension in order strengthen their self confidence | | · Personal Report of Communication Apprehension (PRCA)

· Impromptu speeches

· Improvisation activities |

Promote civic engagement amongst students	Encourage students to be socially conscious and civically responsible	· Persuasive speech topics that must demonstrate social consciousness and engage civic responsibility · Consider service-learning group project that helps satisfy a need on campus
Encourage ongoing collaboration between students		· Group speech, such as a service-learning project (facilitated on campus) · Peer reviews · Peer outline and speech workshops

Recommended Texts/Resources

1) The Art of Public Speaking 13th edition (Lucas)

2) Publicspeakingproject.org

3) A Pocket Guide to Public Speaking (O'Hair, Rubenstein, Stewart)

Appendix: Suggested Integrative Reflection Prompts

This list of journal prompts is offered as suggestions for use in each of the first-year Honors courses. The list was developed by a multi-disciplinary team of faculty during the summer institute that developed these guidelines. Faculty may use and adapt them as fits the scope and nature of their courses. Moreover, this list is a living document and will be updated as faculty develop other suitable prompts.

- How do you know when you've learned something, and how did you get there?
- What is our responsibility to others in relation to language?
- What is our responsibility to others in relation to knowledge?
- What is something you need to know more about or more time with in order to be convinced by it?
- What is knowledge?
- How did you draw from your portfolio this semester? If you did not, why not?
- What is the relation between language and power?
- What connections do you see between your Honors classes and your life outside of school?
- How is Honors building on or challenging what you're learning in other classes?
- What do you think your professors would disagree about?