

William Paterson University of New Jersey
University Honors College
Course Outline, HON 1000, Honors First Year Research Seminar.

1. TITLE OF COURSE AND COURSE NUMBER:

HON 1000, Honors First Year Research Seminar

2. DESCRIPTION OF THE COURSE:

This seminar will introduce students to college-level research and to college-level seminar style learning. Students will participate in a guided research experience on a historical or current question, theme, or concept.

3. COURSE PREREQUISITES:

The course is open to first year Honors students.

4. COURSE OBJECTIVES:

The course is designed to:

foster critical thinking and intellectual autonomy;
enable students to articulate in writing or in oral presentations multiple approaches to questions, problems or texts;
engage students in research of primary and secondary sources and provide them with the skills necessary to distinguish different points of view and arguments.
Guide students through a research project in order to prepare them for higher level inquiry

5. GENERAL COURSE STUDENT LEARNING OUTCOMES:

Students shall demonstrate the ability to:

develop a research question or a project theme
read and interpret primary and secondary materials representing a variety of different approaches and contexts
identify and use credible content and sources through organized and clear written or oral communication
use critical thinking and problem-solving skills by cultivating the mental habit of stating problems and issues clearly and properly source information
pursue research, integrate ideas or theories, and produce solutions

6. TOPICAL OUTLINE OF THE COURSE CONTENT:

Content will be determined by the research topic selected. A general outline is below.

Weeks One, Two and Three: An introduction to the research topic, problem or question including information on how research in this area might be conducted and a general introduction to the study skills and research skills and methods necessary to succeed in doing research.

Weeks Four through Twelve: Activities, assignments and assessments, using primary and secondary material, in which students are researching the course topic.

Weeks Thirteen through Fifteen: Reflection on what was learned, ideas about future research, practice in putting forward a unique, individual research proposal.

7. GUIDELINE/SUGGESTIONS FOR TEACHING METHODS AND STUDENT LEARNING ACTIVITIES:

This is a seminar style course which should include active learning strategies appropriate to the research topic and ample classroom discussion. Instructors should develop learning activities which either model the research strategies appropriate to the topic and discipline or which guide the students through a pre-determined research experiment or study.

8. GUIDELINES/SUGGESTIONS FOR METHODS OF STUDENT ASSESSMENT

Assessments should be of an appropriate length for a 1000-level course graded pass-fail. Since the research in question may be on any topic, a wide variety of assignments including but not limited to: essays, reflections, papers, quizzes, lab reports, oral presentations, and case studies may be appropriate based on the research topic.

9. Suggested readings, texts, objects of study:

One article or reading assignment each week, appropriate to a 1000-level, one-credit course. Please review the following websites for examples of one-credit honors research first year seminars.

<https://honors.gsu.edu/honors-1000-call-proposals/>

<https://honors.ku.edu/freshman-honors-seminars>

<https://www.northeastern.edu/honors/academics-3/honors-courses/honors-first-year-inquiry-series/>

<https://honorscollege.msu.edu/programs/honors-research-seminars.html>

https://gallatin.nyu.edu/academics/courses/2018/SP/first-ug740_001.html

https://gallatin.nyu.edu/academics/courses/2017/SP/first-ug717_001.html

10. Bibliography of supportive texts and other materials

Camarena, Phame, and Helen Collins. "Lessons from Ten Years of a Faculty-Led International Service-Learning Program: Planning, Implementation, and Benefits for First-Year Honors Students." *Preparing Tomorrow's Global Leaders: Honors International Education*. Ed. Mary Kay Mulvaney and Kim Klein. Lincoln: National Collegiate Honors Council, 2013. 85-104. NCHC Monograph Series.

deLusé, Stephanie R. "There and Back Again: Learning from the History of a Freshman Seminar Sequence." *Honors In Practice* 10 (2014): 83-93.

Goldberger, Ellen J. "Designing a First-Year Honors Seminar with A Whole New Mind." *Honors In Practice* 8 (2012): 79-84.

Lacey, Jim. "First-Year 'Initiation' Courses in Honors." *Honors In Practice* 3 (2007): 61-68.

Sanon-Jules, Lisa Brockenbrough. "How Honors Programs Can Assist in the Transition of Gifted First-Generation and African American College Students." *Setting the Table for Diversity*. Ed. Lisa L. Coleman and Jonathan D. Kotinek. Lincoln: National Collegiate Honors Council, 2010. 99-113. NCHC Monograph Series.

Scott, Richard I., and Patricia J. Smith. (2016). "Demography of Honors: The National Landscape of Honors Education." *Journal of the National Collegiate Honors Council*, 17(1), 73–91.

Slavin, C. (2008). Defining Honors Culture. *Journal of the National Collegiate Honors Council*, 9(1), 15–18.

Vander Zee, Anton, Trisha Folds-Bennett, Elizabeth Meyer-Bernstein, and Brendan Reardon. "From Orientation Needs to Developmental Realities: The Honors First-Year Seminar in a National Context." *Journal of the National Collegiate Honors Council* 17.1 (2016): 115-49.

11. Preparer's name and date: Barbara Andrew, November 2018

12. Original Departmental approval date: December 2018

13. Reviser's name and date

14. Departmental revision approval date