

1.) DATE: March 18, 2017	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: HON Number: 190 Title: The Honors Experience Credits: _____ CROSS LISTED WITH: Prefix: _____ Number: _____ ; Prefix: _____ Number: _____ ; Prefix: _____ Number: _____ ; Prefix: _____ Number: _____ ; Prefix: _____ Number: _____ ; Prefix: _____ Number: _____	
4.) COMMUNITY COLLEGE INITIATOR: _____ PHONE: _____ FAX: _____	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: <u>Core Areas:</u> Humanities, Arts and Design (HU) <u>Awareness Areas:</u> Select awareness area...	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC prefix <input checked="" type="checkbox"/> Elective Current General Studies designation(s): _____ Effective date: 2017 Fall Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: SHEREEN LERNER Chair/Director Signature: Shereen Lerner	

AGSC Action: Date action taken: Approved Disapproved

 Effective Date: _____

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus, reading assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus, reading assignments
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus, reading assignments
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
HON	190	The Honors Experience	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	This class provides readings drawn from literature, philosophy, and religion and invites critical thinking and reflection about issues current in today's world. The readings and assignments provide the student with context on understanding values, philosophies, and ethics.	Course competencies: 1. Compare and contrast methods of inquiry used in humanities, natural sciences, and/or social and behavioral sciences; 2. Compare and contrast the use of appropriate models from humanities, natural sciences, and/or social and behavioral sciences; 3. Analyze factors that contribute to the historical development of a given theme. Readings: Thielen Chapters 2-6; Readings: Aristotle, Turner, Rodriguez, Kafka, Morrison, Frost.
2	The class is an interdisciplinary study of selected issues confronting the individual and society and overall human experience. There is an emphasis on interpretation and analysis of readings which address different themes.	Course competencies: 1. Compare and contrast methods of inquiry used in humanities, natural sciences, and/or social and behavioral sciences; 2. Compare and contrast the use of appropriate models from humanities, natural sciences, and/or social and behavioral sciences; 4. Distinguish the relationships, origins, outcomes, and structural and functional features of issues within a theme from the viewpoints of humanities, natural sciences, and/or social and behavioral sciences; 7. Differentiate the interdisciplinary perspectives that apply to a selected topic. Readings: Thielen Chapters 2-6; Readings: Wilkins Freeman, Barbuesse, King, Jr., Whitman, Davis
4.a.	Through the readings and class discussion, the class addresses human thought with an emphasis on philosophical/religious systems of thought. Comprehensive and interdisciplinary review of global, historical, and cultural trends, supplemented by readings and discussion are a key component of the class.	Course competencies: 3. Analyze factors that contribute to the historical development of a given theme. 4. Distinguish the relationships, origins, outcomes, and structural and functional features of issues within a theme from the viewpoints of humanities, natural sciences, and/or social and behavioral science. 5. Differentiate the interdisciplinary perspectives that apply to a selected topic. Readings: Rousseau, Angelou, Carnegie,

		Emerson, Rinpoche, Maimonides; Second Book of Samuel (Chapters 11 and 12), Karka, Green, Le Guin, Collins, Lincoln, Hawthorne.



Center for Curriculum & Transfer Articulation

Division of Academic and Student Affairs

The Honors Experience

Course: HON190	Lecture 3 Credit(s) 3 Period(s) 3 Load
First Term: 2014 Summer	Course Type: Academic
Final Term: Current	Load Formula: S- Standard

Description: Interdisciplinary studies of selected issues confronting the individual and society and overall human experience. Critical inquiry of specific themes from a wide variety of academic viewpoints. Comprehensive and interdisciplinary review of global, historical, and cultural trends, supplemented by readings and discussion. Varied content due to changing honors forum themes and issues.

Requisites: Prerequisites: Admission to the college honors program or permission of Instructor.

MCCCD Official Course Competencies

1. Compare and contrast methods of inquiry used in humanities, natural sciences, and/or social and behavioral sciences. (I, II)
 2. Compare and contrast the use of appropriate models from humanities, natural sciences, and/or social and behavioral sciences. (II)
 3. Analyze factors that contribute to the historical development of a given theme. (III)
 4. Distinguish the relationships, origins, outcomes, and structural and functional features of issues within a theme from the viewpoints of humanities, natural sciences, and/or social and behavioral sciences. (III, IV)
 5. Argue different viewpoints on various controversial topics. (V)
 6. Evaluate types of information needed and modes of inquiry used to propose a solution to a given problem. (V)
 7. Differentiate the interdisciplinary perspectives that apply to a selected topic. (II, IV)
 8. Explain current trends, issues, and challenges related to the selected topic. (V)
 9. Effectively support a written and/or oral argument related to the selected topic using evidence. (V)
 10. Compose written discourse related to the selected topic. (V)
-

MCCCD Official Course Outline

- I. Definition of Theme
- II. Application of Knowledge and Skills to Theme
 - A. Impact of theme from individual, societal, and global perspectives
 - B. Perspectives from a humanities, natural sciences, and social and behavioral point of view
 - C. Methodologies from a humanities, social and behavioral sciences, and natural sciences perspective
 - D. Critique various arguments through collection, analysis, and evaluation of evidence
- III. Techniques of Evaluation and/or Resolution
- IV. Interdisciplinary Examination of Selected Topic
 - A. Overview of Topic
 - B. Interdisciplinary perspective
 - C. Historical, global, and cultural perspective

- D. Cultural, social, and scientific
 - V. Discourse on Specific Topics
 - A. Gathering, interpreting, and evaluating information
 - B. Formulating a position
 - C. Use of reference material to support a position
 - D. Composing discourse: oral and written
 - E. Revising discourse: oral and written
-
-

Last MCCCD Governing Board Approval Date: **June 24, 2014**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

Course Description and Rationale:

The class is an interdisciplinary study of selected issues confronting the individual and society and overall human experience. The student will be involved in critical inquiry of specific themes from a wide variety of academic viewpoints. Comprehensive and interdisciplinary review of global, historical, and cultural trends, supplemented by readings and discussion are a key component of the class. The actual course content may vary due to changing honors forum themes.

Students in the Honors Experience class will be responsible for leading discussions for different topics. Readings and associated questions will guide the discussions. Students will also be required to attend two of the Honors Forum speakers and prepare a written reflection with regard to the major points of the lecture and their reaction to the content.

This class provides readings drawn from literature, philosophy, and religion and invites critical thinking and reflection about issues current in today's world. As part of this course, students will also participate in individual and group projects which should help their success both in the honors program and in the college.

*Course content may vary to meet the needs of this class.
Continued enrollment in this course implies that you have read and accepted the
conditions listed in this syllabus.*

**Course Syllabus
Paradise Valley Community College/Mesa Community College**

**HON190: The Honors Experience
Spring, 2017**

Course Description and Rationale:

The class is an interdisciplinary study of selected issues confronting the individual and society and overall human experience. The student will be involved in critical inquiry of specific themes from a wide variety of academic viewpoints. Comprehensive and interdisciplinary review of global, historical, and cultural trends, supplemented by readings and discussion are a key component of the class. The course also provides honors students with an experience in leadership, service, and an opportunity to craft a personal statement, resume', and mock interview to prepare them for the future. Small class size helps build an honors community. The actual course content may vary due to changing honors forum themes.

Required Textbooks:

The Civically Engaged Reader, edited by Adam Davis and Elizabeth Lynn, 2006.
Thinking Thoughtfully: Informal Logical Fallacies by Walt Thielen.

Course Competencies:

1. Compare and contrast methods of inquiry used in humanities, natural sciences, and/or social and behavioral sciences. (I, II)
2. Compare and contrast the use of appropriate models from humanities, natural sciences, and/or social and behavioral sciences. (II)
3. Analyze factors that contribute to the historical development of a given theme. (III)
4. Distinguish the relationships, origins, outcomes, and structural and functional features of issues within a theme from the viewpoints of humanities, natural sciences, and/or social and behavioral sciences. (III, IV)
5. Argue different viewpoints on various controversial topics. (V)
6. Evaluate types of information needed and modes of inquiry used to propose a solution to a given problem. (V)
7. Differentiate the interdisciplinary perspectives that apply to a selected topic. (II, IV)
8. Explain current trends, issues, and challenges related to the selected topic. (V)
9. Effectively support a written and/or oral argument related to the selected topic using evidence. (V)
10. Compose written discourse related to the selected topic. (V)

MCCCD Official Course Outline:

- I. Definition of Theme
- II. Application of Knowledge and Skills to Theme
 - A. Impact of theme from individual, societal, and global perspectives
 - B. Perspectives from a humanities, natural sciences, and social and behavioral point of view
 - C. Methodologies from a humanities, social and behavioral sciences, and natural sciences perspective
 - D. Critique various arguments through collection, analysis, and evaluation of evidence
- III. Techniques of Evaluation and/or Resolution
- IV. Interdisciplinary Examination of Selected Topic
 - A. Overview of Topic
 - B. Interdisciplinary perspective
 - C. Historical, global, and cultural perspective
 - D. Cultural, social, and scientific issues
- V. Discourse on Specific Topics
 - A. Gathering, interpreting, and evaluating information
 - B. Formulating a position
 - C. Use of reference material to support a position
 - D. Composing discourse: oral and written
 - E. Revising discourse: oral and written

COURSEWORK AND GRADES

Students in the Honors Experience class will be responsible for leading discussions for different topics. Readings and associated questions will guide the discussions. Students will also be required to attend two of the Honors Forum speakers and prepare a written reflection with regard to the major points of the lecture and their reaction to the content.

This class provides readings drawn from literature, philosophy, and religion and invites critical thinking and reflection about issues current in today's world. As part of this course, students will also participate in individual and group projects which should help their success both in the honors program and in the college.

Class sessions will be conducted in seminar format and be centered around the readings for each topic. Students will be expected to:

- Answer the questions for each reading
- Write a reflection of their reaction to the reading
- Lead class discussions for at least two readings
- Participate in small and large group discussions to analyze and evaluate the ideas presented in the readings and honors forum speakers

Grading and Evaluation

Your grade will be based on the cumulative total of all projects and any extra-credit points you earn. The Assignments area of Canvas will have all assignments that are required. There will be opportunities for extra-credit. This is not a “work-at-your-own-pace” type of course. Late work is not accepted.

Final grades for the course will be assigned on the basis of the following:

Critical Thinking Reading Assignment: 15 points each

The readings are designed to help you gain understanding of the topics and concepts discussed in class. You are required to answer the questions associated with each reading assignment. The readings have been carefully selected to provide you with valuable insights.

Guidelines to Readings

1. Read the selection carefully before participating in the discussion
2. Provide written reflection regarding each reading.
3. Discuss the ideas in the reading and try to understand them fully before exploring issues that go beyond the selection.
4. Support your ideas with evidence from the text.
5. Listen to other participants and respond to them directly.

Discussion Leader: 40 points each (two required)

You will be required to lead the class through a discussion of the readings twice during the semester. You must have questions prepared that will foster discussion and be prepared to facilitate the discussion so everyone has an opportunity to participate. You can create questions, have an activity, scenario, or any means you can consider that will generate engagement by the class.

In class Discussions: 10 points each

There are a number of opportunities to discuss the topics in the class. Active listening, open minds, and respect for fellow students are imperative for a good discussion. This class requires that you set aside preconceived notions and prejudices. You must be receptive to others points of view. Please be aware that we want to create a safe space in which everyone feels comfortable sharing their opinions, even if you don't agree with them.

You are expected to do all assignments on time and to take notes on the material. It is crucial that you bring these notes to class so that we can have productive and interesting discussions together.

Honors Forum Reflections: 25 points each (one required)

You must attend one of the evening Honors Forums that are held during the semester and one of the sessions that are held at MCC. You are required to participate in class discussions following those events and prepare a reflective essay about the lecture.

Service Component: 30 points

You are required to participate in one service learning project during the course of the semester that is a minimum of four hours. Opportunities for project will be presented in class, but you are also encouraged/allowed to present your own project.

Final Reflection: 30 points

At the conclusion of the semester you will submit a final reflection that provides analysis and evaluation of the topics learned and discussed in the class, and how they apply to the world today.

Extra-Credit Opportunities: Throughout the semester there will be opportunities to earn extra-credit, either through experiential learning (see above), or attending outside events or lectures. I will discuss these opportunities in class.

Final Grades

For privacy and security reasons, instructors are advised NOT to give grades over the telephone or via email. Students are advised to check their final grades online after the semester ends.

A	90-100%	Excellent	B	80-89.9%	Good	C	70-79.9%	Average
D	60-69.9%	Passing	F	<60%				Not Passing

Incomplete “I” Grades

Incomplete grades will be given by discretion of the instructor, and only in extreme circumstances. The student must a) have completed three fourths of the semester’s work, and b) ask for the Incomplete in writing- by **April 19, 2015**.

Withdrawal

The last date for withdrawal from the class without my signature is **March 3, 2017**. The last date for student-initiated withdrawal (with my signature) is **April 19, 2017**. I have the right to withdraw you from the class at any point during the semester.

COURSE OUTLINE

**Readings are from the text; Questions for each reading can be found on Canvas.
Submit assignments on Canvas.**

*Please use your own words to answer all of the reading questions and assignments.
Copying from the text is considered plagiarism.*

Introduction to Critical Thinking. Chapters 1 (Introduction) and 2 (Orientation to Reasoning), Thielen.

Activity: Going to the Moon!

Critical Thinking: Research, Writing and Presentation. Chapters 3 (Fallacies of Generalizations) and 4 (Fallacies of Causation), Thielen.

Activity: Research topic, work with others to formulate hypothesis, research design, and presentation format.

Critical Thinking: Book Review and Analysis. Chapters 5 (Fallacies of Authority) and 6 (Fallacies of Language), Thielen.

Activity: Scholarship: article summaries, peer evaluation, presentation; academic participation in research.

Honors in Action: Introduction to civic engagement.

Readings from Ehrlich:

Aristotle- “Selection from Politics” -What constitutes the political community and gives it unity? And what is the good life?

Henry MacNeal Turner- “I Shall Not Beg for My Rights”- What is a right? Who has the responsibility of deciding which rights exist?

Abraham Rodriguez Jr.-“The Boy Without a Flag”- How do children develop a sense of belonging to a larger community?

Franz Kafka- “Fellowship”- What sustains and limits the bonds that people form among themselves?

Toni Morrison- “Recitatif” -What connects people across race and what limits such connection?

Robert Frost- “ Mending Wall” -How do boundaries between neighbors both separate and connect us?

Honors in Action: Service to the Individual and Community.

Readings from Ehrlich:

Mary E. Wilkins Freeman- “Luella Miller” - Are there limits to the service that we should offer others?

Henri Barbuessé- “The Eleventh” - What about the people we do not serve? What happens to them and what happens to us, when we confront them?

Martin Luther King Jr.- “The Drum Major Instinct” - How can we harness this instinct to seek recognition for ourselves so that it serves good ends?

Walt Whitman- “Selection from *Specimen Days*”- How does direct service compare to the giving of material goods? When we minister to others out of sympathy, do we give well?

Adam Davis- “What We Don’t Talk About When We Don’t Talk About Service” - Does service address inequalities in our society? What might be the civic impact of candid discussions about inequality and service?

Honors in Action: Complexities of giving and receiving.

Readings from Ehrlich:

Jean-Jacques Rousseau- “Selection from *The Reveries of the Solitary Walker*” - Why do we give in the first place? What is pleasant about such giving and how does an initially pleasurable activity turn unpleasant and onerous?

Maya Angelou- “The Sweetness of Charity” - What is charity and why is it sometimes called “sweet?” Should we savor the sweetness?

Andrew Carnegie- “The Gospel of Wealth, Part 1” - How can wealth be used to bridge the gap between rich and poor? Should we give away our money while we are alive-and only to “those who can help themselves?”

Ralph Waldo Emerson- “Selection from *Self-Reliance*” - Is it good and right to give only to those persons to whom you belong and who belong to you? How would you know that someone belongs to you or you to them?

Sogyal Rinpoche- “Compassion: The Wish-Fulfilling Jewel” - What is compassion and how might solitude and spiritual practice prepare us to understand its true nature?

Moses Maimonides- “Selection from the *Misneh Torah*” - Are there higher and lower degrees of giving? What distinctions are worth making concerning the relations of giver and receiver?

Leading: What does it mean to be a leader?

Readings from Ehrlich:

Chapters 11 and 12 of the Second Book of Samuel-As leaders, how do we recognize injustice, and how do we persuade others that it exists? How should we respond to those we see as victims of injustice when do not see themselves this way?

Franz Kafka- “The Helmsman” - Why do any of us want to lead and how do we respond when our leadership is challenged?

Graham Greene- “The Destructors” - In way is destruction part of civic work? How should we decide what to destroy and what to preserve?

Ursula K. Le Guin- “The Ones Who Walk Away from Omelas” - Why do some of us and not others decide to walk away from a way of life we can no longer tolerate? When-if ever-should we make the decision to leave?

Billy Collins- “The History Teacher” - When does leadership require that we speak the truth and when does it demand that we withhold it?

Abraham Lincoln- “Second Inaugural Address” - Is “charity toward all and malice toward none” enough to ask of us? Is it too much to ask?

Nathaniel Hawthorne- “The Minister’s Black Veil” - As leaders, how much should we reveal of ourselves and how much should we keep hidden?

Toolbox: Learning to Lead.

Activity: Personal statement, resume’, mock interview.

HON 190: The Honors Experience Grading Standards for Book Chapter and Journal Article Analyses

Remember, your homework analyses are practice for and the basis of the larger assignments/grades to come, which is why they are worth ##% of your total grade.

FYI: The points below are for a 10-point assignment. If your assignment is worth “50” points, you would then multiply the number by five.

10 points: The work is thorough and complete, meaning it addresses all parts of the assignment, including needed definitions, page numbers, and meaningful and relevant examples. The discussion of all elements as required by the directions stand out in terms of **excellent** critical thinking and insightfulness in that all points/examples are fully explained, giving the work as sense of depth throughout.

9 points: In this work, one minor aspect of the assignment may be missing or undeveloped, but the work is **consistently strong** overall, it shows uniform development and thought.

8 points: In this work, more than one minor aspect of more than part of the assignment may be missing/undeveloped. Overall, the work shows **good** development and thought.

7 points: This work shows uneven quality and thoroughness; answers may be very general, vague, or off-target; parts may be missing. Overall, this work is **adequate**.

6 points or lower: This work typically lacks thoroughness and completeness; it is below expectations and/or doesn't follow the assignment directions.

HON 190: The Honors Experience Grading Standards for the Personal Statement

Your personal statement should consist of five paragraphs and no more than 750 words.

Each paragraph should have at least four sentences, perfect grammar, free of spelling errors, a thesis statement, supporting information, and start and finish with appropriate transitions. Each of your paragraphs is worth 20 points for a possible total of 100 points on the assignment and graded based on the following:

20 points: The paragraph is thorough and complete, including creative descriptions and relevant information from throughout your life, and follows all grammatical rules and free of spelling errors. Overall, the paragraph demonstrates an overall **excellent** writing ability.

The *introduction* should reflect your personal experience/journey and finishes with a brief roadmap for the rest of the paper and followed by a thesis statement that addresses your hoped for contribution to society.

The *academic* paragraph should highlight your accomplishments throughout your schooling that builds toward your desired goal. Focus should be on more recent schooling experience, and earlier examples only included if they markedly stood out or strongly impacted your major/job of choice. You need to include any scholarships you received and relevant academic experiences that prepared you for your future endeavors.

The *leadership* paragraph should highlight instances where you worked effectively with other people to achieve a goal. Simply stating instances where you were club presidents or team captains is not sufficient; you need to provide relevant examples. The more your leadership experiences line up with your job of choice, the better.

The *service* paragraph should highlight your experience supporting your community. Instances where you volunteered related to your future job of choice are stronger than those instances that do not. Internships and random acts of kindness do not count as volunteering.

The conclusion paragraph should highlight the key points of each the three main body paragraphs, your academic, leadership, and service experience. Finish the paragraph with a strong statement about your passion and desire to contribute to society via your job of choice and why you would be perfect for that role.

18 points: In this work, one minor aspect of the assignment may be missing or undeveloped, but the work is **consistently strong** overall, it shows uniform development and thought.

16 points: In this work, more than one minor aspect of more than part of the assignment may be missing/undeveloped. Overall, the work shows **good** development and thought.

14 points: This work shows uneven quality and thoroughness; answers may be very general, vague, or off-target; parts may be missing. Overall, this work is **adequate**.

12 points or lower: This work typically lacks thoroughness and completeness; it is below expectations and/or doesn't follow the assignment directions

**HON 190: The Honors Experience
Grading Standards for Honors Showcase Peer Evaluation**

Each member of the critical thinking group will fill out the form below. You rate each other on whether or not they fulfilled responsibilities, prepared for meetings, provide leadership, did his/her share of work, and cooperated with each other. You do not rate yourself.

Your name: _____

Critical Thinking Group Topic: _____

Name of Group Member: _____ Total Points:

Fulfilled responsibilities		1	2	3	4	5
Prepared for meetings		1	2	3	4	5
Provided leadership		1	2	3	4	5
Did his/her share of work	1	2	3	4	5	
Cooperated with group		1	2	3	4	5

Name of Group Member: _____ Total Points:

Fulfilled responsibilities		1	2	3	4	5
Prepared for meetings		1	2	3	4	5
Provided leadership		1	2	3	4	5
Did his/her share of work	1	2	3	4	5	
Cooperated with group		1	2	3	4	5

Name of Group Member: _____ Total Points:

Fulfilled responsibilities		1	2	3	4	5
Prepared for meetings		1	2	3	4	5
Provided leadership		1	2	3	4	5
Did his/her share of work	1	2	3	4	5	
Cooperated with group		1	2	3	4	5

Name of Group Member: _____ Total Points: _____

Fulfilled responsibilities		1	2	3	4	5
Prepared for meetings		1	2	3	4	5
Provided leadership		1	2	3	4	5
Did his/her share of work	1	2	3	4	5	
Cooperated with group		1	2	3	4	5

HON 190: The Honors Experience
Grading Standards for the Poster Board Presentation at the Honors Showcase

Your poster board covers your critical thinking controversial topic that you have been researching throughout the semester. You need to include a brief introduction of the subject, your initial hypothesis going into the topic, the evidence you found in the literature that supports your initial hypothesis, the evidence you found in the literature that does not support your initial hypothesis, at least 3 examples of common fallacies associated with your topic, and your final conclusion that either supports or fails to support your initial hypothesis.

There are five sections that you are graded on 20 points each for a total of 100 points possible, the five sections include: organization, content knowledge, evidence of research/support; visual presentations of work, and purpose

20 points:

Organization: Information presented in a logical, interesting sequence the audience can follow.

Content Knowledge: Students demonstrate full knowledge with informed explanations.

Evidence of Research/Support: Clear purpose and subject; pertinent examples, facts, and stats; conclusions supported by evidence; major ideas summarized and audience left with full understanding of presenters' position.

Visual presentation of work: Student used visuals to reinforce poster text, all graphics text and headings are related to the topic, reinforce poster text and easier to understand.

Purpose: Self-identification is clearly communicated, is able to describe to others what needs to be learned, describes in depth how the issue has affected the presenters, and describes what is next and the rational for taking the next step.

16 points:

Organization: Students present information in logical sequence which audience can follow.

Content Knowledge: Students are at ease with content, but fails to elaborate.

Evidence of Research/Support: Has some success defining purpose and subject; some examples, facts, and statistics support the subject; includes some data or evidence which supports conclusions or ideas; may need to refine summary or final idea.

Visual presentation of work: All graphics text and headings are related to the topic and most make it easier to understand.

Purpose: Self identification is described, generally understood what others need to learn, can state the affects to self, and a next step has been considered.

12 points:

Organization: Audience has difficulty following presentation because the material offered is somewhat inconsistent and loosely organized.

Content Knowledge: Student is uncomfortable with information and is able to answer only rudimentary questions.

Evidence of Research/Support: Attempts to define purpose and subject; weak examples, facts, statistics, which do not adequately support the subject; includes very thin data or evidence in support of ideas or conclusions; major ideas may need to be summarized or audience is left with a vague idea to remember.

Visual presentation of work: Students occasionally used visuals that rarely supported text and presentation. All graphics, text and headings rarely support text and presentation.

Purpose: Basic self-identification with why this is important has been established, but not able to clearly communicate to others what is important to learn, what affects the presenters has experienced, and the next step is not defined.

8 or fewer points:

Organization: Audience barely follows the presentation because the material offered is inconsistent and or unorganized

Content Knowledge: Students struggle with the information and can only briefly answer questions.

Evidence of Research/Support: Fails to clearly define purpose and subject; weak examples facts and statistics, which do not adequately support the subject; includes very thin data or evidence in support of ideas or conclusions; major ideas may need to be summarized or audience left with vague idea to remember.

Visual presentation of work: Students marginally used visuals that rarely supported text and presentation. All graphics, text and headings do not support text and presentation.

Purpose: Basic self-identification with why this is important has been established, but not able to clearly communicate to others what is important to learn, what affects the presenters has experienced, and the next step is not defined.

4 points or lower:

Organization: Audience cannot understand presentation because it lacks a coherent sequence of information.

Content Knowledge: Students do not have grasp of information; student cannot answer questions.

Evidence of Research/Support: Subject and purpose are not clearly defined; very weak or not support of subject through use of examples, facts or statistics; totally insufficient

support for ideas or conclusions.. Major ideas left unclear, audience left with no new ideas.

Visual presentation of work: Graphics, text and headings do not relate to the topic or citation.

Purpose: Unclear self-identification why this issue/project is important, unsure what others need to learn, unable to state how the presenter has been affected by the issue/topic, and hasn't determined if a next step needs to be taken.

HON 190: The Honors Experience Grading Standards for the Mock Interview

You will come to class for a short 2 question interview with your professor(s). You need to be dressed appropriately for the job you are applying for based on the job posting you are using with your resume.

Bring your resume with you to your interview.

20 points: You arrived on time and dressed appropriately for the interview. You supplied a copy of your resume to your professor(s), introduced yourself and shook their hand(s). You answered each question thoroughly, speaking for a last a minute for each question. Your answers had a beginning, middle, end; you ended your answers positively, and if you included examples they had a situation, action outcome. Your presentation and answers were of **excellent** quality and you were able to infuse your answers with one of your predetermined strengths.

18 points: In your interview, you forgot one or two key points of an excellent interview. You might have forgot to use a situation, action, and outcome or you didn't dress appropriately, or forgot to shake your professors hands. Overall, your interview was **consistently strong** and showed a high level of competence.

16 points: In your interview, you forgot three or four key points of an excellent interview. You might have forgot to use a situation, action, and outcome or you didn't dress appropriately, or forgot to shake your professors hands. Overall, your interview was **strong** and showed a moderate level of competence.

14 points: In your interview, you forgot four to five key points of an excellent interview. You might have forgot to use a situation, action, and outcome or you didn't dress appropriately, or forgot to shake your professors hands. Overall, your interview was **adequate** and showed an average level of competence.

12 points or lower: In your interview, you forgot six to seven key points of an excellent interview. You might have forgot to use a situation, action, and outcome or you didn't dress appropriately, or forgot to shake your professors hands. Overall, your interview was **less than adequate** and showed insufficient competence.

HON 190: The Honors Experience

Grading Standards for the Resume

You need to produce a resume based on the functional resume example provided below.

You need to include a job posting printed out and paper clipped to the resume. The resume needs to be directed towards that job and no longer than 1 page. A link to an editable version of the functional resume is here:

https://www.paradisevalley.edu/sites/default/files/docs/career-services/careerservices_functional_resume_template2.doc

FYI: The points below are for a 10-point assignment. If your assignment is worth “50” points, you would then multiply the number by five.

50 points: The resume included a printout of a relevant job posting. The resume was formatted exactly like the functional resume template free of spelling and grammatical errors. Any responsibilities and examples provided in the resume are detailed and relevant to the job posting. Overall, the work submitted exhibits qualities of an **excellent** resume.

45 points: In this work, one minor aspect of the assignment may be missing or undeveloped, but the resume is **consistently strong** overall.

40 points: In this work, more than one minor aspect of more than part of the assignment may be missing/undeveloped, or you forgot to include a job posting. Overall, the work shows **good** development and thought.

35 points: This work shows uneven quality and thoroughness; lack of quality details, more than a couple errors and/or the job posting is not attached. Overall, this work is **adequate**.

30 points or lower: This work typically lacks thoroughness and completeness; few details provided, more than a couple errors and/or the job posting is not attached. Overall, this work is **adequate**.

STUDENT RESPONSIBILITIES

Class Conduct

Students are expected to maintain and contribute to a respectful atmosphere for this class. Cell phones and other electronic devices must be turned off. Laptop computers may only be used to take notes for the class. Students are expected to follow the MCC Code of Conduct. <https://www.mesacc.edu/students/student-rights-responsibilities>

Class Attendance and Preparation

Students are expected to read the materials assigned for each class BEFORE coming to class. Class lectures and activities will cover some of the material in the readings, but the

time in class will complement the topic. Students are expected to attend class and participate in discussions.

This course and its' graded activities are heavily based upon the assignments you submit. To do well in the class you MUST turn in your assignments on time and participate in class discussions. If you are having trouble keeping up with the work, please let me know. I prefer not to withdraw anyone so please let me know if there are problems so we can try to resolve them.

To do well in the class you MUST attend class, listen, and participate in class discussions and activities and take useful notes. A sign-up sheet will be available at the beginning of each class period. Failure to sign your name on the list represents an absence. If you must miss class, please notify me in advance by email or phone. If I do not hear from you, your absence will be recorded as "unaccounted." If you miss more than 3 classes, you may be withdrawn from the course. If you have a pattern of missing classes, even though you have called in advance, you may also be withdrawn from the class. I prefer not to withdraw anyone so please let me know if there are problems so we can try to resolve them. Either way, absences will adversely affect your grade.

All written assignments are due on the day assigned in the syllabus.

Academic Integrity

All work done for this class must be on your own, unless otherwise noted. For some assignments (as stated in the assignment directions), you may use work from books and other materials if properly cited. Copying from any source without proper reference is considered plagiarism. Plagiarism may result in failure of an assignment or the entire course. Please read the following web area for information on writing tips and plagiarism: <http://www.mesacc.edu/~paoih30491/ArgumentsQuoteSummarizeParaphr.html> Please refer to the Student Handbook for guidelines and possible penalties. <https://www.mesacc.edu/students/student-rights-responsibilities>

Writing Center

The Writing Center is an excellent source of help for English students and students in other disciplines. The Writing Center provides professional English tutors that can help with writing problems, such as structuring papers, writing essays and research papers, and writing mechanics. The Writing Center is located in the southeast corner (bottom floor) of the Paul Elsner Library.

Early Alert Referral System (Student Success):

Mesa Community College is committed to the success of all our students. Numerous campus support services are available throughout your academic journey to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. Examples of campus services include counseling, tutoring,

childcare services, and a host of other options that may help students succeed. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional. The Early Alert Web Page with Campus Resource Information can be located at: <http://www.mesacc.edu/students/ears> or at the “Early Alert” selection at the mymcc link from MCC’s home page.

Disabilities:

Reasonable accommodations will be made for any student with a disability, including learning disabilities. Please notify me of your needs outside of class. If you have a documented disability and require specific accommodations, you will need to contact the Disability Resources and Services Office at 461-7447, in Building 37, Student Services Complex, to obtain an “Instructor Notification Form.” <http://www.mesacc.edu/disability-services>

Sharing:

I am willing to listen to all comments, complaints, and suggestions regarding the class. The best way to have a good class is to work together. I believe in sharing experiences that relate to the class, and if you participate, the class will be more rewarding. I am also willing to assist you in advising if you have questions about registration, courses, and in particular, anthropology as a major.

You may audiotape class lectures if you wish. Please TURN OFF ALL CELL PHONES during the class period. I reserve the right to answer the phone if it rings.

ThielCritical Thinking Activity: Going to the Moon
Survival Theme: Lost on the Moon

Imagine you are an astronaut. You pilot your spaceship to the moon. It crashes! You are scheduled to meet up with the mother ship, which is 200 miles away. You and the mother ship are on the light side of the moon. Your crash-landing has destroyed your ship, except for fifteen items. The survival of your crew depends on you reaching the mother ship. You must pick the most important items available for the 200-mile trip from the list below.

Your mission is to rank the fifteen items. Put them in numerical order from the most important to the least important. Try to think of good reasons for your order. Record your reasons.

Here are the fifteen items:

You

Your Team

Box of matches	_____	_____
Food concentrate	_____	_____
50 feet of nylon rope	_____	_____
Parachute silk	_____	_____
Solar-powered heating unit	_____	_____
Two .45-caliber pistols	_____	_____
Stellar maps of the moon's constellation	_____	_____
Self-inflated raft	_____	_____
Magnetic compass	_____	_____
Five gallons of water	_____	_____
Signal flares	_____	_____
First-aid kit	_____	_____
Solar-powered FM walkie-talkie	_____	_____
One case of powdered milk	_____	_____
Two tanks of oxygen	_____	_____

Name NASA's Reasoning Ranks: Points

- Box matches (No oxygen on moon to sustain flame; virtually worthless) =15
- Food Concentrate (Efficient means of supplying energy requirements)=4
- Fifty feet of Nylon rope (Useful in scaling cliffs, tying injured together)=6
- Parachute silk (Protection from sun's rays)=8
- Solar-powered portable heating unit (Not needed unless on dark side)=13
- Two .45 caliber pistols (Possible means of propulsion)=11
- One case of dehydrated milk (Bulkier duplication of food concentrate)=12
- Two 100 pound tanks of oxygen (Most pressing survival need)=1
- Stellar map (of moon's constellation) (Primary means of navigation)=3
- Self-inflating life raft (CO2 bottle in military raft may be used for propulsion)=9
- Magnetic compass (Magnetic field on moon is not polarized; worthless for navigation)=14
- Five gallons of water (Replacement for tremendous liquid loss on lighted side)=2
- Signal Flares (Distress signal when mother ship is sighted)=10

- First-aid kit (Contains needles that fit special aperture on NASA space suit)=7
- Solar-powered FM Walkie Talkie (For communication with mother ship but FM requires line-of-sight transmission and short ranges)=5

TOTALS

Error points are the absolute difference between your ranks and NASA's.
Scoring for individuals: 0-25

Excellent, 26-32 Good, 33-45 Average, 46-55 Fair, 56-70 Poor, suggest possible faking or use of earth-bound logic.

Source: Dr. Jay Hall, Department of Strategy, Naval War College, Newport, R.I., and the Crew Equipment Research Department of NASA.

HUM 190
Thinking Thoughtfully Reading Assignments

Name: _____

KEY TERMS/CONCEPTS CH. 1 & 2

Book Objective:

Pg#: _____

Applied Example:

Importance of Critical Thinking:

Pg#: _____

Applied Example:

Formal Reasoning:

Pg#: _____

Applied Example:

Informal Reasoning:

Pg#: _____

Applied Example:

KEY TERMS/CONCEPTS CH. 1 & 2

Logic:

Pg#: _____

Applied Example:

Fallacies:

Pg#: _____

Applied Example:

Argument:

Pg#: _____

Applied Example:

HUM 190 – HONORS EXPERIENCE
Thinking Thoughtfully

Name: _____

KEY TERMS/CONCEPTS CH. 3

Generalizations:

Pg#: _____

Applied Example:

Fallacy of Hasty Generalization:

Pg#: _____

Applied Example:

Fallacy of Insufficient Sample Size:

Pg#: _____

Applied Example:

Fallacy of Unrepresentative Sample:

Pg#: _____

Applied Example:

KEY TERMS/CONCEPTS CH. 3

Fallacy of Spotlight:

Pg#: _____

Applied Example:

Fallacy of Whole Truth:

Pg#: _____

Applied Example:

Fallacy of False Analogy:

Pg#: _____

Applied Example:

Fallacy of Special Pleading:

Pg#: _____

Applied Example:

Fallacy of Sweeping Generalization:

Pg#: _____

Applied Example:

HUM 190 – HONORS EXPERIENCE
Thinking Thoughtfully

Name: _____

KEY TERMS/CONCEPTS CH. 4

Fallacy of Cum Hoc:

Pg#: _____

Applied Example:

Fallacy of Post Hoc:

Pg#: _____

Applied Example:

Fallacy of Single Cause:

Pg#: _____

Applied Example:

Fallacy of Reversing the Cause and Effect:

Pg#: _____

Applied Example:

KEY TERMS/CONCEPTS CH. 4

Fallacy of Ignoring a Common Cause:

Pg#: _____

Applied Example:

Fallacy of Texas Sharpshooter:

Pg#: _____

Applied Example:

Fallacy of Regression of the Mean:

Pg#: _____

Applied Example:

Fallacy of Gambler:

Pg#: _____

Applied Example:

Fallacy of Superstition:

Pg#: _____

Applied Example:

HUM 190 – HONORS EXPERIENCE
Thinking Thoughtfully

Name: _____

KEY TERMS/CONCEPTS CH. 5

Authority:

Pg#: _____

Applied Example:

Pathos, Logos, & Ethos:

Pg#: _____

Applied Example:

Fallacy of Ad Hominem (genetic):

Pg#: _____

Applied Example:

Fallacy of Ad Hominem (Abusive):

Pg#: _____

Applied Example:

KEY TERMS/CONCEPTS CH. 5

Fallacy of Ad Hominem (Circumstantial):

Pg#: _____

Applied Example:

Fallacy of Guilt by Association:

Pg#: _____

Applied Example:

Fallacy of Tu Quoque (You too):

Pg#: _____

Applied Example:

Fallacy of Poisoning the Well:

Pg#: _____

Applied Example:

Fallacy of Ad Vericundiam (Celebrity endorsement):

Pg#: _____

Applied Example:

Name: _____

KEY TERMS/CONCEPTS CH. 6

“The pen is mightier than the sword”:

Pg#: _____

Applied Example:

Fallacy of Equivocation:

Pg#: _____

Applied Example:

Fallacy of Accent:

Pg#: _____

Applied Example:

Fallacy of Personification:

Pg#: _____

Applied Example:

KEY TERMS/CONCEPTS CH. 6

Fallacy of Composition:

Pg#: _____

Applied Example:

Fallacy of Division:

Pg#: _____

Applied Example:

Fallacy of Amphiboly:

Pg#: _____

Applied Example:

HUM 190 – HONORS EXPERIENCE
Thinking Thoughtfully

Name: _____

KEY TERMS/CONCEPTS CH. 7

Fallacies of Presumption:

Pg#: _____

Applied Example:

Fallacy of Slippery Slope:

Pg#: _____

Applied Example:

Fallacy of Appeal to Ignorance:

Pg#: _____

Applied Example:

Fallacy of False Charge of a Fallacy:

Pg#: _____

Applied Example:

KEY TERMS/CONCEPTS CH. 7

Fallacy of Apriorism:

Pg#: _____

Applied Example:

Fallacy of Moving the Goalposts:

Pg#: _____

Applied Example:

Fallacy of Contradictory Premises:

Pg#: _____

Applied Example:

Fallacy of Either-Or:

Pg#: _____

Applied Example:

Fallacy of False Dilemma:

Pg#: _____

Applied Example:

Fallacy of Middle Ground:

Pg#: _____

Applied Example:

Fallacy of Circular Argument:

Pg#: _____

Applied Example:

HUM 190 – HONORS EXPERIENCE
Thinking Thoughtfully

Name: _____

KEY TERMS/CONCEPTS CH. 9

Illusion of Control Effect:

Pg#: _____

Applied Example:

Overconfidence Effect:

Pg#: _____

Applied Example:

False Consensus Effect:

Pg#: _____

Applied Example:

Positive Outcome Bias:

Pg#: _____

Applied Example:

KEY TERMS/CONCEPTS CH. 9

Dunning-Kruger Effect:

Pg#: _____

Applied Example:

Illusory Superiority Effect:

Pg#: _____

Applied Example:

Self-Serving Bias:

Pg#: _____

Applied Example:

Depressive Realism:

Pg#: _____

Applied Example:

Positive Illusions:

Pg#: _____

Applied Example:

The Civically Engaged Reader: A Diverse Collection of Short Provocative Readings on Civic Activity First Edition (US) First Printing Edition

by [Adam Davis](#) (Author), [Elizabeth Lynn](#) (Editor)
5.0 out of 5 stars 4 customer reviews



ISBN-13: 978-0945159490

ISBN-10: 0945159498

Thinking
THOUGHTFULLY
Informal Logical Fallacies



A Practical Guide to Critical Thinking

Walt Thielens

C
o
n
t
e
n
t
s

1 Introduction 1

- Objective of the Book 3
- Importance of Critical Thinking 4
- General Contents of the Book 7
- Style of the Book 8
- Developing the Book 9

2 Orientation to Reasoning 11

- Terminology..... 13
- Formal and Informal Reasoning..... 14
- Logic 15
- Fallacies..... 17
- Argument 18

3 Fallacies .of Generalizations..... 21

- Hasty Generalization 25
- Insuff icient Sample Size 29
- Unrepresentative Sample 33
- Spotlight 37
- Whole

- Truth
41
- False
Analogy
45
- Special
Pleading
49
- Sweeping
Generalization
51

4 Fallacies of Causation.....	53
• Cum Hoc.....	59
• Post Hoc.....	61
• Single Cause.....	65
• Reversing the Cause and Effect.....	67
• Ignoring a Common Cause.....	69
• Texas Sharpshooter.....	73
• Regression to the Mean.....	79
• Gambler's Fallacy.....	85
• Superstition.....	87
5 Fallacies of Authority.....	93
• Ad Hominem (Genetic).....	99
• Ad Hominem (Abusive).....	103
• Ad Hominem (Circumstantial).....	107
• Guilt by Association.....	111
• Tu Quoque.....	115
• Poisoning the Well.....	119
• Ad Verecundiam.....	123
6 Fallacies of Language.....	129
• Emotive Words.....	135
• Equivocation.....	139
• Accent.....	145
• Personification.....	147
• Composition.....	149
• Division.....	153
• Amphiboly.....	157

7	Fallacies of Presumption.....	161
	• Slippery Slope	167
	• Appeal to Ignorance	169
	• False Charge of a Fallacy	173
	• Apnonsm	177
	• Moving the Goalposts	183
	• Contradictory Premises	189
	• Either-Or	193
	• False Dilemma.	197
	• Middle Ground	199
	• Circular Argument	203
8	Fallacies of Relevance	207
	• Appeal to Snobbery	213
	• Appeal to Guilt	217
	• Appeal to Flattery	221
	• Appeal to Pity	223
	• Appeal to Force	225
	• Tradition.	229
	• Novelty.	231
	• Bandwagon.	233
	• Rationalization	235
	• Irrelevant Conclusion	239
	• Straw Man	241
	• Red Herring	245
9	Final Chapter	247
	• Cognitive and Perceptual Errors.....	249
	• Depressive Realism	251
	• Positive Illusions.....	254
	• Final Thought	256

Thinking Thoughtfully

Notes

.....
259

Bibliography

.....
271

HON 190: The Honors Experience

Justification for Humanities Credit

HON 190 is an interdisciplinary study of selected issues confronting the individual and society and overall human experience. The student will be involved in critical inquiry of specific themes from a wide variety of academic viewpoints. Comprehensive and interdisciplinary review of global, historical, and cultural trends, supplemented by readings and discussion are a key component of the class. The course also provides honors students with an experience in leadership, service, and an opportunity to craft a personal statement, resume', and mock interview to prepare them for the future. Small class size helps build an honors community. The actual course content may vary due to changing honors forum themes.

HON 190 provides students with the opportunity to learn more about literature, philosophy, ethics, history, and explore the range of human thought and its application to the past and present. The class content adds to student understanding of the diversity of human thought and traditions and the application of this knowledge to contemporary societies and issues. Through readings, assignments, writings, and discussion, students broaden and deepen their understanding of the human experience.