

Course Name: HONORS SEMINAR: ETHICS**Department:** English

Course Description: This course will develop the skills of critical thinking in ethical issues of contemporary life. Using a multi-disciplinary base, students will learn to think clearly, to think logically, to think critically, and to think effectively. Methods will include cross-disciplinary lectures, class discussion, readings, written assignments, and problem-solving activities, such as reaching reasoned judgment through seminar style learning. Prerequisite: Honors English Composition II (ENGL102) or Permission of Honors Program Director.

Course Outcomes	Learning Activities	Assessment Tools
Upon successful completion of this course students should:	To achieve these outcomes students may engage in the following activities:	Student learning may be assessed by:
1. Use an integrated approach to develop thinking and language abilities.	<ul style="list-style-type: none"> • Discuss assigned readings as a whole class. (R¹, OC, CT) • Discuss assigned readings in a small group. (R, OC, CT) • Create graphic illustrations to visualize important concepts. (CT, TS) • Identify and examine conflicting value systems. (R, OC, CT) 	<ul style="list-style-type: none"> • Student created questions (CT, OC) • Student created power point presentations (CT, W, T)
2. Explore thinking concepts by engaging in structured, analytical readings from a variety of disciplines.	<ul style="list-style-type: none"> • Read assigned selections thoughtfully, both primary sources and editorial introductions that provide frameworks. (R, CT) 	<ul style="list-style-type: none"> • Reading logs (R, W, CT) • Completed evaluation sheets (W, R) • Reaction papers (R, W, CT)
3. Explore topics through the thoughtful exchange of ideas in dialogue with others.	<ul style="list-style-type: none"> • Attend class regularly, taking notes on information found in text as well as lectures. (W, R, CT) • Discuss in class the implications of culture on morals and ethics. (OC, CT) • Connect the readings with personal experiences, either through discussion or silent appreciation, and either to validate or negate the writers' or lecturers' visions. (OC, R, CT) 	<ul style="list-style-type: none"> • Short essays (W, CT, TS) • Response journals (W, R) • Created questions (CT)

¹ Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); Technology Skills (TS); Oral Communications (OC); Quantitative Skills (QS); Reading (R); Writing (W).

<p>4. Use research to deepen understanding and to develop analytical papers that demonstrate an understanding of concrete and abstract ideas.</p>	<ul style="list-style-type: none"> • Use research skills from English Composition I and English Composition II to prepare papers demonstrating a critical response to numerous readings on the same subject. (W, R, CT) • Develop research questions (CT, W) • Identify an area of special interest and compare attitudes both historically and culturally on the issue. (R, W, CT) • Use peer editing to increase self-awareness. (R, CT) • Revise essays in response to self-assessment, peer assessment, and teacher assessment. (CT, W) 	<ul style="list-style-type: none"> • Capstone Project (CT, OC, TS, QS,R,W) • Peer review of student presentations (W) • Self –assessment (CT)
<p>5. Acquire intellectual tools needed to be powerful thinkers and informed citizens.</p>	<ul style="list-style-type: none"> • Compare information from guest lecturers, both social and factual, to understand ethical principles in the various disciplines (W, CT) • Explore issues from multiple perspectives. (R, CT, OC) • Apply knowledge to new situations. (CT) • Construct and evaluate new information. (R, W, CT, OC) 	<ul style="list-style-type: none"> • Class discussions (CT,OC) • Capstone Project (CT, OC, TS, R, W, QS) • Developed survey by students (W, CT) • Information gathered from survey analyzed by students (CT, W, R, QS)
<p>6. Appreciate and understand the ideas of others through reading and listening.</p>	<ul style="list-style-type: none"> • Generate ideas through class discussions. (OC, CT) • Narrow research and define thesis. (W, R, CT, TF) • Critically evaluate the logic and validity of information. (R, CT, W, TS, OC. QS) • Develop evidence to support views. (R, W, OC, TS, QS) 	<ul style="list-style-type: none"> • Listening comprehension quiz (CT) • Class discussions (OC) • Capstone Project (CT, OC, R, TS, W, QS) • Research papers (W, CT) • Research-based oral presentations (OC)
<p>7. Strengthen core competencies in order to increase success in this and other courses and in the workplace.</p>	<ul style="list-style-type: none"> • Referenced Above 	<ul style="list-style-type: none"> • Referenced above