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.

<table>
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<th>Course Outcomes</th>
<th>Learning Activities</th>
<th>Assessment Tools</th>
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<td>Upon successful completion of this course students should:</td>
<td>To achieve these outcomes students may engage in the following activities:</td>
<td>Student learning may be assessed by:</td>
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</table>
| 1. Use an integrated approach to develop thinking and language abilities. | • Discuss assigned readings as a whole class. (R\(^1\), 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) | • 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. | • Read assigned selections thoughtfully, both primary sources and editorial introductions that provide frameworks. (R, CT) | • 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. | • 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) | • 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).
| 4. | Use research to deepen understanding and to develop analytical papers that demonstrate an understanding of concrete and abstract ideas. | • 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) |
| 5. | Acquire intellectual tools needed to be powerful thinkers and informed citizens. | • 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)  
• Class discussions (CT, OC)  
• Capstone Project (CT, OC, TS, QS, R, W)  
• Peer review of student presentations (W)  
• Self-assessment (CT) |
| 6. | Appreciate and understand the ideas of others through reading and listening. | • 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)  
• Listening comprehension quiz (CT)  
• Class discussions (OC)  
• Capstone Project (CT, OC, R, TS, W, QS)  
• Research papers (W, CT)  
• Research-based oral presentations (OC) |
| 7. | Strengthen core competencies in order to increase success in this and other courses and in the workplace. | • Referenced Above  
• Referenced above |