Resources for Faculty Development of Honors Courses (with links)

The following collection of links will lead to sources to help faculty understand the basic principles of Honors education, varying examples of Honors curriculum design and assignment design, as well as scholarly literature that considers various pedagogical approaches to Honors instruction. This list is in no way exhaustive, but it represents some of the most helpful, practical resources available through several major Honors organizations.

Defining Honors

NCHC Documents:

Definition of Honors Education
Honors Teaching
Characteristics of Honors Course Design
Sample Honors Syllabi (NCHC)

**Lane Community College –course design framework/questions

On-line Archives of NCHC journals and publications

Honors in Practice (NCHC journal) HIP On-line archive available through University of Nebraska Digital Commons.

Journal of the National Collegiate Honors Council (NCHC journal) JoNCHC on-line archive available through University of Nebraska Digital Commons.

NCHC Monograph series on-line archive available through University of Nebraska Digital Commons.

Honors Students

Expectations of Honors students (Fisk University)

Video of Honors students at Emory & Henry College (scroll to center of Honors home page)

Honors Pedagogy

**“Six Habits of Highly Inspiring Honors Teachers” by Marca V.C. Wolfensberger, appears as CH 6 (pgs 107-112) of Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students Eds. Larry Clark and John Zubizaretta (2008). [Available through the Digital Commons, University of Nebraska-Lincoln].
‘A Review of Pedagogy in Honors Courses’ by Cheryl L. Fuiks and Linda Rutland Gillison. From *Teaching and Learning in Honors* Eds. Cheryl L. Fuiks and Larry Clark (2002). [Available through the Digital Commons, University of Nebraska-Lincoln]. –Overviews a number of examples of course designs that exemplify the principles of Honors. Examples include Chemistry, Biology, Geology, Literature, Psychology, Education Health/Nursing, Math, and Composition.

“Campus as Text: A Faculty Workshop” by Joy Ochs. From *Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education* Ed. Peter A. Michonis (2008). Note: This monograph was designed as a companion piece for another monograph, *Place as Text: Approaches to Active Learning* Eds. Berenice Braid and Ada Long (2000). [Available through the Digital Commons, University of Nebraska-Lincoln].


“Honors Semesters: Anatomy of Active Learning” by William Daniel. From *Place as Text: Approaches to Active Learning* Eds. Berenice Braid and Ada Long (2000). [Available through the Digital Commons, University of Nebraska-Lincoln]. –Though the author discusses a specific program offered by NCHC, his overview of the goals of Honors courses and the promotion of active learning and the linked goals of promoting autonomous and communal learning provide a good foundation for course design across the Honors curriculum.

*Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students* Eds. Larry Clark and John Zubizaretta (2008). [Available through the Digital Commons, University of Nebraska-Lincoln]. –Monograph with multiple articles on pedagogical techniques in a variety of different disciplinary Honors courses.

*The Other Culture: Science and Mathematics Education in Honors*. Eds. Ellen B. Buckner and Keith Garbutt (2012). [Available through the Digital Commons, University of Nebraska-Lincoln].


**Critical Thinking & Class Discussion**
“Teaching Critical Thinking in the Honors Classroom” by Laird R. O. Edman. From *Teaching and Learning in Honors* Eds. Cheryl L. Fuiks and Larry Clark (2002). [Available through the Digital Commons, University of Nebraska-Lincoln]. --Defines critical thinking, makes important distinction between engagement and actually teaching new, better habit of mind necessary for critical thinking to take place. Also outlines methods for integrating practices into the classroom, practical questions for instructional design framework.

“Critical Thinking through Classroom Discussion” by William Taylor. From *Teaching and Learning in Honors* Eds. Cheryl L. Fuiks and Larry Clark (2002). [Available through the Digital Commons, University of Nebraska-Lincoln]. --Good definition of what a critical thinker should be able to do, using classroom discussion to promote critical thinking (teaching students how to make professional judgements in the discipline, not just to have/debate opinions).

“Honors Students as Philosophers and Detectives” by Kaitlynn Briggs, *Honors in Practice* 9 (2013). [Available through the Digital Commons, University of Nebraska-Lincoln]. --Overview and model of the classroom application of Metcalf and Simon’s method of “Proprioceptive Writing™” a metaphorical descriptor for the methods through which students in any discipline can use mental shifts reflected in their writing to come to a more comprehensive understanding and exploration of a concept or body of content.

“Rebels in the Classroom: Creativity and Risk Taking in Honors Pedagogy” by Kate Wintrol and Maria Jerinic. *Honors in Practice* 9 (2013). [Available through the Digital Commons, University of Nebraska-Lincoln]. --Discussion of the typical Honors student’s reluctance to take risks for fear of lowering GPA, two models of course re-design and assignment re-design in order to encourage more learner-directed approaches and intellectual challenges.

“To Discuss or Not to Discuss: Integrating Pedagogies for Honors and Mathematics” by William Griffiths, Nancy Reichert, and L.R. Ritter, *Honors in Practice* 6 (2010). [Available through the Digital Commons, University of Nebraska-Lincoln]. --Thorough discussion of incorporating more discussion-based activities and approaches into a math course, and the challenges and benefits of this transition.

Interdisciplinary Approaches & Faculty Collaboration


“An Honors Interdisciplinary Community-Based Research Course” by David Dunbar, Melissa Terlecki, Nancy Watterson and Lisa Ratmansky. *Honors in Practice* 9 (2013). [Available through the Digital Commons, University of Nebraska-Lincoln]. --Discussion of collaborative efforts centered around community-based learning (CBR), provides a model and example of such a course. Provides examination of an interdisciplinary approach, as well as experiential and service learning components.
“Ask Me about ISO N: The Risks and Rewards of Teaching an Interdisciplinary Honors Course on a Scientific Event Unfolding in Real Time” by William L. Vanderberg and Martin Radcliffe. Honors in Practice 10 (2014). [Available through the Digital Commons, University of Nebraska-Lincoln]. –Authors discuss an interdisciplinary approach to teaching a current event/news cycle that could be used as a model in a variety of disciplinary contexts.


“On Honors Students Dreaming the Gothic” by Mark Boren. Honors in Practice (2012). [Available through the Digital Commons, University of Nebraska-Lincoln]. –Overview of one instructor’s incorporation of interdisciplinary methods and content into a literature course (inclusion of history, psychology, science, and literature).

“A Scientific Perspective on Diversity: An Interdisciplinary Approach to Discussion of Race, Gender, Sexual Orientation and Class” by Bridget M. Newell and Bonnie K. Baxter. From Setting the Table for Diversity Eds. Lisa L. Coleman and Jonathan D. Kotinek (2010). [Available through the Digital Commons, University of Nebraska-Lincoln].


Research for Undergraduates

**Council on Undergraduate Research** (http://www.cur.org) –see benefits of undergraduate research in CUR FAQ

“Conducting Research in Honors” by Emily Walshe. Honors in Practice 6 (2010). [Available through the Digital Commons, University of Nebraska-Lincoln]. –Thoughtful discussion of how to maximize library resources and design appropriate research opportunities.


**Engagement: Experiential learning**

Engagement: [video](#) on Teaching Philosophy & Course Design from Texas Christian University


“Experiential Learning Defined.” [Center for Teaching and Learning](#). University of Texas at Austin, n.d. Web. 20 May 2015. ([definition](#), in-depth overview, examples with video, types of experiential earning, theoretical foundations, and resource list)


**Service Learning**

“Examples of Service Learning Courses.” Indiana University at Bloomington Center for Innovative Teaching and Learning, 2015. Web. 21 May 2015. ([examples of courses](#), plus other links to definition, videos, resources).


“What is Service Learning or Community Engagement?” by Joe Bandy. [Vanderbilt University Center for Teaching](#), 2015. Web. 21 May 2015. ([definition](#), extended overview, resources list—see esp. ideas for journal types/reflection).

**Assessment & Grading**

**American Association of College and Universities (AACU) [Measurable Outcome Rubrics](#) [VALUE—Valid Assessment of Learning in Undergraduate Education]—includes rubrics from critical thinking, written and oral communication, inquiry & analysis, creative thinking, reading, problem solving, information literacy, intercultural knowledge and competence, ethical reasoning].**
“Conclusions” by Laird Edman. From *Teaching and Learning in Honors* Eds. Cheryl L. Fuiks and Larry Clark (2002). [Available through the Digital Commons, University of Nebraska-Lincoln]. –Includes a section on grading and assessment including considerations of Honors students concerns regarding grading, approaches to grading in Honors.