

## Honors General Biology (BIO101H)

Honors and non-honors BIO 101 classes have the **same concepts, goals and workload.**

They have a **different format, presentation and focus.**

In an Honors General Biology class, you will experience

- An interactive format
- Student-led discussions of current issues in biology
- Higher-level discussions of concepts and topics
- Supplementary readings that delve deeper into areas of discussion

While the Honors General Biology course also examines the physical, chemical, and functional aspects common to all organisms and presents a general survey of all life forms, the format is more interactive. Unlike the traditional lecture format, this honors seminar will allow students to present and lead discussions on current scientific topics.

Another major difference is that Honors General Biology requires students to do additional interesting reading, such as *The Immortal Life of Henrietta Lacks*, a detailed account of how scientists used the cancer cells of one woman to do research over decades. The traditional version of General Biology does not allow this type of enrichment.

Students in both traditional and Honors General Biology spend time in the laboratory applying scientific processes based on what they learn in class.

## **Honors English Composition I (ENG 101H)**

Honors and non-honors ENG 101 classes have the **same concepts, goals and workload.**

They have a **different format, presentation and focus.**

In an Honors Comp. I class, you will experience

- An interactive format
- Active class discussions
- Writing workshops
- Less focus on basic skills
- Exploration of higher level writing techniques

Honors Comp. I is a writing workshop utilizing readings, discussions, conferences, and research. Students will review some basic communication skills, but the course emphasizes sharing ideas through discussion and formal essay writing.

As in the traditional Comp I course, students learn about making formal academic arguments and creating an appropriate academic tone in their writing. The major difference in the honors course is that students are invited to engage actively in classroom discussions. There are few (if any) quizzes or tests in this course. Instead, students practice developing specific details and examples, articulating their ideas clearly, doing powerful research, and keeping the focus on the academic subject at hand.

## Honors English Composition II (ENG102H)

Honors and non-honors ENG 102 classes have the **same concepts, goals and workload.**

They have a **different format, presentation and focus.**

In an Honors Comp. I class, you will experience

- An interactive format
- Student-led discussion groups for readings
- Student-prepared activities rather than quizzes
- Exploration of higher level writing techniques
- Non-fiction readings dealing with compelling issues

This seminar focuses on discussing and writing about the ideas of great thinkers of the world, such as Plato, Aristotle, Rousseau, Machiavelli, and Jefferson. Students act as discussion leaders for each reading assigned, facilitating class conversation with prepared questions and activities. Another difference is that the traditional course relies on quizzes and exams, while the honors seminar relies on sharing ideas through active discussions. In addition, the traditional English Comp II course is based on a study of literature (poems, plays, and short stories), while this honors course focuses on non-fiction.

As in Honors Comp I, students continue to focus on making formal academic arguments and creating an appropriate academic tone in their writing. The other format difference in the Honors English Comp I course is the exploration of rhetoric (devices and techniques for raising your written work to a higher level). While students in traditional English Comp II might spend time reviewing basic grammar, honors students focus on higher level rhetoric and textual analysis. Finally, during the research unit, students prepare and present their research findings orally to the class. The actual essay assignments themselves are similar in form to those assigned in traditional Comp II, but their focus is on the great ideas of civilization, which might include an exploration of the following topics:

- \*What is enlightenment?
- \*Can machines think?
- \*What is a just war?
- \*Why do people resist new ideas?
- \*How should a ruler behave toward his people?
- \*What are the differences between men and women?

## Honors Shakespeare (ENG235H)

Honors and non-honors Shakespeare classes have the **same concepts, goals and workload**. They have a **different format, presentation and focus**.

In an Honors Shakespeare class, you will experience

- An interactive format in which students and instructors share ideas about the plays
- Deeper research and discussions of specific major themes
- Active engagement with texts, allowing you to form your own interpretations
- Comparisons of film versions to written texts

This seminar focuses on discussing ideas about the human condition that Shakespeare develops in his comedies, tragedies, and histories. Students discover and explore major themes in Shakespeare through an exchange of ideas. They connect character motivation (jealousy, anger, desire, arrogance, etc.) to what they know of their own emotions and experiences. Another major difference is that Honors Shakespeare is a combination literature and film course, while the traditional version focuses solely on the written text.

While students in traditional Shakespeare spend more time listening to lectures, honors students actively engage with the text, forming their own interpretations under the guidance of the instructor. As in traditional Shakespeare, honors students prepare answers to assigned discussion questions, write an analytical essay, and take unit exams. However, honors students also memorize and recite a famous monologue of their choice. Committing the powerful words of Shakespeare to memory is a time-honored goal of serious students. While many students choose the famous “To be or not to be” soliloquy from Hamlet, they have dozens of possible choices for the recitation assignment. Students in the traditional Shakespeare course are not asked to memorize or recite.

## **Honors Mythology (ENG250H)**

Honors and non-honors HUM 270 classes have the **same concepts, goals and workload.**

They have a **different format, presentation and focus.**

In an Honors Leadership Development Studies class, you will experience

- An interactive format
- Deeper research and discussions of specific cultures
- Original texts of myths, rather than retellings
- Creative projects related to mythology

**How the Honors Course Differs from Traditional Mythology Course:** While the Honors Mythology course also explores various world myths, the format is more interactive. Unlike the traditional lecture format, this honors seminar focuses on discussing ideas. Another major difference is that Honors Mythology allows students to research and present orally their findings on a specific culture's myths, while the traditional version of mythology does not.

While students in traditional mythology read retelling of ancient myths, honors students read the actual myths as recorded by Apollodorus, Hesiod, Hyginus, Ovid, Snorri Sturluson, and others. Honors students actively engage with the text, forming their own interpretations under the guidance of the instructor. As in traditional Mythology, honors students take unit exams and write an analytical essay. However, honors students also develop a creative project relating to mythology. For example, a student might write and sing a song alluding to a myth, or write an original myth that explains some facet of our world, or paint a picture, take a series of photographs, sculpt or weave or bake or develop a videogame about a particular myth. In exploring myth creatively, honors students have the opportunity to understand a particular myth more fully.

## **Honors US History I to Reconstruction (HST103H)**

Honors and non-honors **US History I** classes have the **same concepts, goals and workload**. They have a **different format, presentation and focus**.

In an Honors HST 103 class, you will experience

- An interactive format
- Student-led projects and discussions
- Deeper engagement with primary and secondary source material
- Developing the ability to think like an historian

While the Honors US History I course also examines the development of the United States from Columbian contact through post-Civil War reconstruction, the seminar format is more interactive. Unlike the traditional lecture format, this honors seminar will allow students to master the material in a seminar format which encourages student discussion and participation.

Another major difference is that Honors US History I requires students to understand the principles of historiography by having students analyze primary and secondary sources and participate in historical debate. The traditional version of US History does not allow this type of enrichment. Students in Honors History courses take more responsibility for their learning than in regular classes.

Students in both traditional and Honors US History I take unit exams and write analysis papers on sources and in some cases, research papers and book reviews and book projects. In one section of Honors History, all exams are take-home instead of being given in class. The Instructor wants students to interact with content and develop their own historical voice.

## **Honors Leadership Development Studies (HUM 270H)**

Honors and non-honors HUM 270 classes have the **same concepts, goals and workload.**

They have a **different format, presentation and focus.**

In an Honors Leadership Development Studies class, you will experience

- An interactive format
- Higher-level discussions of concepts and topics
- Student-led focus on issues
- More independence and control of the direction of the class

While both sections of the Leadership course are designed to give emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills, the seminar format is more interactive. The level of discussion is more advanced because the students generally come in with more background knowledge and interest than in the non-honors section. As a result, students are given more say in and take more control of the direction of the discussions. For example, several students in one Honors class had a particular instance in Steve Jobs' leadership style; some were Jobs' supporters while others were skeptics. Their interest shaped the class discussions and gave the class a unique focus. They did extra research on their own in order to apply the course concepts to his leadership philosophy.

The assignments are the same in the Honors and regular section; students write responses to the unit concepts, explore their own leadership styles, and perform a service learning project. However, students in the Honors section are expected to take a more active role in discussions of the readings and films and to interact more often with each other as well as with the instructor.

## **Honors US & Missouri Governments and Constitutions (PSC102H)**

Honors and non-honors **US & Missouri Governments and Constitutions** classes have the **same concepts, goals and workload.**

They have a **different format, presentation and focus.**

In an Honors PSC 102 class, you will experience

- An interactive format that includes media, political documents and other students.
- Student-led projects and discussions
- Deeper engagement with political events and issues
- Opportunities to research and explore controversial issues

US & MO Government courses examine the federal and state constitutions, including their impact on federal, state, and local government structure and power. The Honors seminar format is more interactive- with media, political documents and other students.

Another major difference is that Honors US and Missouri Government requires students to participate in every class meeting as the process of conveying information and explaining concepts is primarily carried out by student prepared comments and explanations. There is much less instructor lecture and more student commentary. The traditional version, with 25-30 students, does not allow for this type of learning process.

Students in both traditional and Honors US and Missouri Government take unit exams, write research papers, and pass a constitution quiz. In the Honors version, the research papers tend to be more detailed and also address sensitive (abortion, gun rights, religion in schools) and timely topics (gay marriage, racism), that tend to be discouraged in larger classes.



## **Honors Model United Nations—Independent Study (PSC250H)**

Honors and non-honors PSC 250 classes have the **same concepts, goals and workload.**

In an Honors Model United Nations class, you will experience

- Guided independent study leading to participation in model UN
- Leadership and spokesperson opportunities in Midwest Model UN

**How the Honors Course Differs from Traditional Model United Nations Course:** As in the traditional Model UN course, the Honors course will emphasize the origins, structure, and functions of the United Nations in the contemporary international arena. The courses run concurrently from October to February, and both include participation in the Midwest Model United Nations, where students represent a country in a simulation. While both the traditional and Honors versions of this course are independent studies, honors students are expected to take leadership roles and accept spokesperson responsibilities in the simulation.