



UNIVERSITY OF
**NORTHERN
COLORADO**

Honors 101
Honors Introduction to Critical Thinking
Individuality & Society: The Ultimate Conflict - 1 credit

Honors Program Director

Loree M. Crow, M.A.
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Instructor

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Class Section Meeting Times & Instructors

Instructor - Becky Broghammer

Monday 11:15 - 12:05 Meeting Room: Candelaria 2170 HON 101 Section 3 CRN: 12623
Tuesday 11:00 - 11:50 Meeting Room: Candelaria 2395 HON 101 Section 1 CRN: 12621

Teaching Assistants/ Peer Mentors

There will be two current Honors Program students serving as Teaching Assistants and Peer Mentors. These individuals will be assigned to lead the recitation portions of each section of the HON 101 course.

Wednesday 11:15 – 12:05 Jewel Monington & Joshua Wiggins
Thursday 11:00 – 11:50 Sydney McVicker & Claire Volzke

Office Hours

Office Hours: Instructor office hours are by appointment. Becky's office is located in the University Center on the third floor, room 3060. Appointments can be scheduled by contacting Becky directly.

Catalog entry

HON 101: Honors Introduction to Critical Thinking: An introductory seminar for honors students, emphasizing critical and creative thinking, perspective taking, inquiry, and intercultural competencies through in depth discussions on contemporary issues, engaged learning opportunities, and community-based projects.

Student Learning Objectives:

Students completed this course will be able to:

1. **Creative and Critical Thinking:** Think and speak analytically with a unique sense of self in order to synthesize and demonstrate learning from multiple mediums.
2. **Inquiry Analysis and Integrative learning:** Connect and extend knowledge from one's own academic focus to other disciplines and to the world beyond UNC
3. **Written and Oral Communication:** Communicate one's thoughts on paper and in speech effectively with a scholarly voice by using evidentiary support and critical reasoning.
4. **Intercultural Competence and Global Learning:** Become cognizant of and engage with a diverse range of cultures, religions and beliefs.
5. **Community/Civic Engagement and Problem-solving:** Define the various meanings of civic engagement and articulate one's own participation in community, and discover how this connects to one's identity and formulation of core values. Understand the value of working with a team and draw out the opinions of others when problem-solving.

Required Course Events

This course introduces students to problem solving from multiple perspectives and to what it means to be in a scholarly cohort. As a first year Honors Program student, attendance is required at certain events throughout the semester that are not scheduled during regular class time:

(1) Attend one scholarly development event (choose at least one from the list below)

- **VIP Night – Honors Student/Faculty Mixer** – Thursday, October 11th, 4:30 – 6:00 p.m. University Center Panorama.
- **Honors Research Night** – Monday November 5th, 4 PM – 7 PM. Lower Centennial Hall (between Lujan Hall and Brown Hall).

(2) Attend three Honors Program Advising Nights/Workshops:

All first year students should attend these two advising nights:

- **Advising Night “Making the most of your Academics.”** Thursday, September 6th, 6 PM – 7 PM; South Hall Lower Level Lounge
- **Advising Night “Mind Files: Spring Courses & Options.”** Wednesday, October 3rd, 6 PM – 7 PM, South Hall Lower Level Lounge

Attend one or more of the following workshops:

- **Resume Workshop:** Thursday September 20th, 6 PM – 7 PM
- **Portfolios Workshop:** Monday October 22nd, 6 PM – 7 PM
- **Study Abroad Workshop:** Thursday, November 1st, 6 PM – 7 PM

If you cannot attend an event in any category due to PRE-APPROVED excused reason(s), then you may attend a 1:1 advising meeting in lieu of an advising night and you may attend an alternative event approved by the Honors advising staff in lieu of a scholarly event or workshop. Please contact the Honors Program office for more information: honors@unco.edu or 970-351-2940.

Required Course Materials

You are required to read the following books for this course:

- Roose, Kevin. *The Unlikely Disciple*.
- Vaughn, Lewis. *The power of critical thinking: Effective reasoning about ordinary and extraordinary claims*.
- Gladwell, Malcolm. *Blink*.

Additional handouts may be provided through Canvas or course reserves or in class.

Required Electronic Accounts

UNC Bearmail - Students are required to utilize their UNC Bearmail accounts and check email regularly to ensure they receive postings from course instructors. UNC Bearmail accounts are the official source for email communication in this course.

Canvas – Course readings, class updates, the syllabus and additional handouts will be posted to Canvas. Please check your Canvas account regularly. You will be required to submit all written assignments through Canvas’ Assignment module. Written assignments **MUST** be turned in through Canvas and will not be accepted in class. Occasionally students may be asked to **ALSO** bring a copy of the assignment to class for discussion purposes.

Course Assignments & Evaluation for Grading

Evaluation of student progress in the course will be made in the following areas:

Assignment	% of Grade	SLOs
Where I am from assignment	5%	3, 4, 5
<i>Unlikely Disciple</i> assignment	10%	1, 2, 3, 4, 5
<i>Blink</i> assignment	10%	1, 2, 3, 4, 5
Group Led Discussion Assignment		
Presentation	10%	1, 2, 3, 4, 5
Teamwork rating	5%	4, 5
Reflection Submissions (3 Submissions)	15%	1, 2, 3
Participation and Discussion grades:		
Engagement with the material (active participation)	15%	1, 2, 3, 4, 5
Event attendance	15%	1, 2, 5
Class & recitation session attendance	15%	1, 2, 3, 4, 5
TOTAL	100%	

Course Grading

This course is offered for a letter grade only and cannot be taken on a pass/fail basis. At the end of the semester, grades will be assigned based on total points earned (no + or – assigned):

Letter Grade	Total % Earned
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 or below

Information on UNC's grading policies is available in the UNC Catalog under *Policies and Procedures for All Students* and online at <http://www.unco.edu/regrec/records/grades/grading.html>.

Important information about Participation Grading**Class Attendance and Recitation Session Attendance and Engagement grades**

Being present and an active member in class and recitation sessions is required for full class participation credit. Class participation requires regular attendance in class and active engagement in discussions which requires *both* listening and speaking, working as a group on group projects, turning in assignments on time, and taking an active interest in the course by asking appropriate questions and participating in all activities.

HON101 provides a peer-mentoring experience by matching first year students with upper division honors student peer teaching assistants. Each student in the course will be placed in a peer mentoring group. The group will meet with their peer mentor in a "recitation session" once a week to discuss the course material, attend events as a group, and or explore academic and student development opportunities at UNC. The Honors Program encourages and expects a high level of intellectual curiosity, and the peer groups are established to support intellectual curiosity by creating a supportive environment for exploring academic topics, attending scholarly and cultural events, and generally seeking out to maximize one's time spent as a student with the goal of expanding one's mind through intellectual challenges and cultural experiences.

Attendance Policy: Students will be allowed one absence in the regular class meeting and one absence in the recitation sessions. After this one absence your grade will be reduced 5% for each additional absence (up to 15% of your grade). Students may also have on excused absence from a recitation group meeting. It is the responsibility of the student to identify and make up any missed work within the class session.

Engagement Grade: Students in HON101 are expected to engage with their fellow students, actively and intellectually exploring the course material. As a base, this grade includes completing all readings, completing all homework assignments, participating actively by listening and speaking clear and articulate thoughts that help to move the discussion forward. Engagement is not based on quantity of talking, though! This grade is based on the quality of the student's participation. Students are expected to push their comfort zone. Students who are generally fearful about speaking out in class may find it helpful to think about the material in advance and to write down two or three main points, questions, ideas or quandaries that arise out of the readings and films and to bring these written notes to class. Classes will have many opportunities where the class is broken down into smaller groups to facilitate active engagement by all students. Students who tend to dominate the conversation will be asked to listen more and to provide space for other voices. Learning how to be an active participant in a college-level seminar course will be an important element of this HON101 course. The instructors will not tolerate "checking out," "zoning out," nor especially looking at one's phone or tablet during class!

Extra Credit: Optional community and campus events, speaker presentations, and activities will be noted throughout the semester. Students attending such pre-designated and preapproved events or services may submit a 2 page double spaced reflection for extra credit and earn up to 5% of extra credit for each reflection. The extra credit points will be added to the points available through course assignments and participation as noted on the syllabus. A maximum of 10% of extra credit may be earned in this manner.

Other Course Information

Changes to the Course Syllabus: The instructor reserves the right to modify the syllabus to best accommodate student learning and make schedule adjustments for speakers and events. Such changes, while not anticipated, will be announced in class and posted to Canvas.

Disability Support Services/Accommodations: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement such as time-limited exams, inaccessible web content, or use of videos without captions, please communicate this with your professor and contact Disability Support Services (DSS) at (970) 351-2289, Michener Library L-80 to request accommodations. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>

Responsible Employee Notice: The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, receiving academic and housing accommodations, obtaining with legal protective orders, and more.

Please be aware that all UNC faculty members are “responsible employees,” which means that if you disclose to a faculty member about a situation past, present, or future involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. “Disclosure” may include communicate in person, in class, via email/phone/text message, through in/out of class assignments, or through any other form of communication. Larry or a trained staff member in the Office of Institutional Equity and Compliance will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community, who can connect you with support services and help explore your options now, or in the future:

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>
- UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>
- UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899).

Please also be aware that university faculty may also be required to disclose any incidents of other kinds of abuse they know about, past, present, or future, to the University.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect, Fairness, and Responsibility*. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Academic Integrity: In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not tolerate any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals. Consequently, students who are judged to have engaged in some form of academic misconduct may be subject to (1) a zero or an —F on the work in question, (2) an —F in the course, (3) other academic penalties as outlined in the professor’s course requirements and expectations, (4) disciplinary action as specified in the Sanctions for Misconduct section below, or (5) any combination thereof. See http://www.unco.edu/dos/assets/pdf/StudentCodeofConduct.pdf#nameddest=SC_integrity for more information on the University’s Academic Integrity policy.

Policies and Procedures for All Students/Students Rights and Responsibilities: *The Policies and Procedures for All Students*, as contained in the UNC Catalog, and Students Rights and Responsibilities, a document available from the Dean of Students office, will be followed for this course. Students should ensure their familiarity with both the UNC Catalog and the Students Rights and Responsibilities document.

Respectful Classroom Environment. RESPECT. An atmosphere of cultural and academic respect is the only acceptable atmosphere in this class. Any student engaging in disruptive or rude behavior will be warned and/or asked to leave and will not receive class participation points for that day. This course encourages active listening and active discussions. Please be prepared for class by having read any required readings for the day with notes on what you have read so that you are prepared for the course discussion.

- During class discussions:
 - Use “I” statements (rather than “you” statements). “I” believe or “I” think...
 - Use “Yes, and...” statements when you have an alternative view point or want to bring up another aspect to discuss.
 - Perspective taking is an important element of honors and which means allowing all perspectives fair listening and fair consideration, thinking through issues from all angles and views, and when possible thinking outside of the normal discourse to bring in alternative frameworks, even if that framework is not one that you personally hold. In other words, attempt to think in the shoes of others, and see how perspectives change depending on the worldview, past experience, and personal situation. You are not expected to ever have to change your mind on an important issue, just to try to understand why different intelligent, educated persons may hold very different views on the same issue.
 - Because honors pushes students to think outside the box, to use creative ways of connecting information, and to accept risks, you may be challenged to discuss or think about an issue from a new perspective other than your own. As you are challenged to think differently, you may feel discomfort at times. Please know that this discomfort is a normal part of the engaged learning process.
 - Honors seminars replicate graduate seminar style of discussion and do not shy away from deep conversations about difficult topics with no clear “right” answers.
 - There is no “right” answer being sought in your critical thinking written work or in your discussions. You are asked to bring up your perspective and to articulate how it fits in the world, and may be asked to consider other viewpoints as well, this does not imply the course instructor is seeking such specific viewpoints in your work.
- Classroom Etiquette
 - **PHONE ETIQUETTE:** No text messaging during class or viewing your phone. No tablets, no laptops, no other electronic devices are allowed, unless the instructor specifically notes that you may bring them out for an in class activity. Please leave your electronic devices in your backpack or bag. If your electronic device or phone comes out during class and you are distracted by it, you will be asked to leave class, and this will count against you as an absence.
 - Do not read other materials while in class (this includes newspapers, magazines, etc.)
 - Side conversations are disruptive, disrespectful and will not tolerated. You will be asked to leave class, and this will count against you as an absence.

Policy on Late Assignments: It is assumed that students will submit assignments on time. Extenuating situations should be discussed with the instructor in advance. Assignments submitted late without prior approval may not be accepted for credit. Late assignments, if accepted, will automatically be reduced one letter grade prior to evaluation.

Recitation Sessions

Recitation sessions will generally be held on the second class day of each week and will be facilitated by the peer mentor/undergraduate honors student teaching assistant(s). Attendance at these recitation sessions is mandatory (see attendance policy). Not only must students attend the sessions, they must be active participants in the discussions and activities.

HON101 TENTATIVE Course Schedule

- Instructor reserves the right to change due dates. Due dates will not be moved to an earlier date!
- All assignments are **due by the time class begins** on the date due through Canvas Assignments module (unless otherwise noted through Canvas announcements or in the assignment text).
- A reading schedule is provided with readings to be completed by the date they are listed. Be sure to READ AHEAD in the syllabus to know what is coming up each week. Students are expected to come to class having read the assigned reading and be ready to discuss or explain their thoughts in regards to the readings. ***Additional readings and short homework assignments may also be assigned in class***, with handouts given and/or posted in Canvas. Students who miss class will still be responsible for finding out about any additional readings or class assignments.
- Schedule is subject to change. Changes will be announced in class and posted on Canvas.

	Week of	Discussion/ Activity	Readings/Films DUE by this week	Assignments Due THIS WEEK
Week 1 – Introduction to the course				
Week 1	8/20	Get Acquainted, Intro to Roose, Where I Am From		
Week 2				
Week 2	8/27	Identity & Culture Culture/Identity Wheel.	Roose Pgs. 1-96 Vaughn Ch. 1 & 2	
Week 3				
Week 3	9/3	Where I am From Intro Unlikely Disciple	Roose Pgs. 97-199	Where I Am From Assignment
Week 4				
Week 4	9/10	Why? Why Not?	Roose Complete Vaughn Ch. 4	1 st Reflection Write Up
Week 5				
Week 5	9/17	Fallacies	Vaughn Ch. 5	Roose Assignment Due
Week 6				
Week 6	9/24	Deductive Reasoning Discussion Groups Selected	Vaughn Ch. 6 & 7	
Week 7				
Week 7	10/1	Inductive Reasoning	Vaughn Ch. 8	2 nd Reflection Write Up
Week 8				
Week 8	10/8	Movie Review & Talk Intro to Blink	Watch Movie	
Week 9				
Week 9	10/15	Big Paper Activity	Gladwell Ch. 1-2	
Week 10				
Week 10	10/22	Unconscious Bias	Gladwell Ch. 3-4	Discussion Group #1
Week 11				
Week 11	10/29	Blink Discussion	Gladwell Ch. 4-5	Discussion Group #2 & #3
Week 12				
Week 12	11/5	Perspective Taking	Gladwell Complete	Discussion Group
Week 13				
Week 13	11/12	Who's the Expert	Vaughn Ch. 10	Gladwell Assignment Due
Week 14 – Fall Break week				
Week 14	11/19	Policies, Morals & Laws	Vaughn Ch. 11	
Week 15				
Week 15	11/26	Review of Semester		
Week 16 – FINALS WEEK				
Week 16	12/3	Reflection Presentations		Final Reflection Write Up