

WILLIAM O. DOUGLAS
HONORS COLLEGE
LEARNER OUTCOMES

PRESCRIBED COURSES

DHC 102: Articulating Honors: Research Writing in the Twenty-First Century (5cr)

This course seeks to introduce students to and prepare them for the academic expectations for DHC students; this includes writing essays, giving presentations, joining class discussions, and conducting research. Students will look at the philosophy of, history of, and debates surrounding honors education today, ultimately jumping into the discussion themselves.

Students will:

1. Read, summarize, and respond critically to source materials, identifying assertions, rhetorical strategies, and assumptions.
2. Identify conventional English grammar, usage, punctuation, and spelling; edit with confidence and accuracy; use citation and documentation effectively.
3. Describe the interrelationship between style and meaning in the writing of others and adjust style to enhance meaning in their own writing.
4. Prepare and implement a research plan that includes the evaluation of sources found by using the library, its research databases, and other relevant sources.
5. Effectively share their findings and ideas orally, through formal presentations as well as informal discussion.
6. Take a position on a question at issue by developing a focused assertion based on a shared assumption, synthesizing evidence in support of a line of reasoning, and addressing divergent stances on the issue.
7. Consider the role of honors within academic institutions

DHC 110: Honors First Year Seminar: Foundation (1cr)

Designed to assist students in identifying their unique areas of talent and strength. Using a focused developmental process, first-year honors students are supported in their transition to the university and the honors college.

Students will:

1. Describe the four program pillars of the Honors College and demonstrate the integration of the pillars into academic course of study.
2. Identify and demonstrate the application of talents and strengths to curricular, extra-curricular and co-curricular experiences.

3. Describe and implement necessary skills to be a successful DHC and CWU student.

DHC 210: Honors Sophomore Seminar: Take the Next Steps (1cr)

Designed to further develop the knowledge, skills, and strengths students identified during their first year. Students participate in leadership and civic engagement opportunities throughout the course to continue their development as engaged campus leaders.

Students will:

1. Demonstrate commitment to educational and developmental goals as refined through their first-year experiences
2. Participate in leadership and civic engagement opportunities appropriate to their interests
3. Consider their strengths and competencies as they relate to the development of pathways of interest and major and career exploration

DHC 310: Honors Juniors Seminar: Elements of Research (3cr)

An exploration of research from a multidisciplinary perspective, including the formulation of a research question, organization of the research process, and preparation of DHC thesis or creative project proposal. By permission of department.

Students will:

1. Formulate a feasible research question, problem statement, or aesthetic motivation for a capstone project.
2. Evaluate and assess appropriate sources for the research question, problem statement, or background and context for the aesthetic project.
3. Synthesize the pertinent literature and/or sources and demonstrate mastery of techniques for effective proposal writing including a detailed research plan or aesthetic design.
4. Convey their research plan or aesthetic design both in oral presentation and written document.
5. Will constructively critique and review the research design and creative process of fellow students.
6. Reflect upon and integrate the knowledge, skills, and strengths evolved through their co-curricular and extra-curricular activities, in their honors and broader university experience, into their capstone experience.

DHC 401: Honors Capstone Seminar (2cr)

Skills and techniques for the presentation of the results of interdisciplinary research. Students prepare drafts of their DHC thesis or artist's statement for their creative project as part of their coursework.

Students will:

1. Employ effective oral communication skills in describing the methodology and results of a research or creative project.
2. Each student delivers an oral presentation of their DHC research or creative project at a DHC Works-In-Progress event.
3. Effectively critique written and oral presentations of research
4. Provide written analyses of classmates' presentations, selected journal articles, and department seminars.
5. Students choosing the thesis option will demonstrate effective writing style in describing the methodology and results of a research thesis.
6. Peer and faculty review of draft portions of DHC honors thesis.
7. Students opting for the creative project will demonstrate effective writing style in preparing a draft of an artist's statement which describes the work the student is currently engaged in and the concept or philosophy that motivates his/her creativity.
8. Peer and faculty review of draft of artist statement for DHC creative project.
9. Demonstrate how and why the accurate representation of the work referred to or discussed in an artist's statement is critical to the development and reception of a creative artist.

DHC 410: Honors Senior Seminar: Graduate and Career Preparation (1cr)

Designed to provide development opportunities for students who are preparing to graduate. Students synthesize their honors and major/minor educational experiences to articulate a plan for postgraduation.

Students will:

1. Identify connections among the variety of learning experiences undertaken during their undergraduate experience.
2. Have a well-developed career concept, pre-professional or pre-graduate plan and are taking steps to initiate implementation.
3. Articulate different leadership models and demonstrate their ability to move between them in different contexts.

VARIABLE TOPIC COURSES

DHC 140: Humanistic Understanding (5cr)

Courses in the humanities focuses on the analysis and interpretation of human stories of the past, present and future in order to understand the processes of continuity and change in individuals and cultures through both documented and imaginative accounts.

Students will:

1. analyze forms of literary, philosophical, historical or religious works from a variety of cultures.
2. articulate ways in which beliefs and values including linguistic, religious, philosophical, and historical circumstances affect interpretations of human experiences and events.
3. reason about causes and effects within historical contexts and across historical periods.
4. investigate novel problems that necessitate identification of their own linguistic, conceptual and normative presuppositions.
5. demonstrate effective use of written and oral communication skills both in form and structure within appropriate disciplinary conventions.

DHC 150: Aesthetic Experience (5cr)

Courses in this area explore questions about the nature of art; to understand, interrogate, and engage in the creative process; and to explore the connections between art, culture, and history.

Students will:

1. participate in imaginative and artistic creation using discipline-appropriate processes.
2. engage in discourse with aesthetic experiences and expressions within the historical, artistic, and cultural traditions of the work under consideration
3. Apply aesthetic judgment and exhibit critical thinking to explain how works of art are appreciated and evaluated from different perspectives
4. demonstrate effective use of written and oral communication skills both in form and structure within appropriate disciplinary conventions

DHC 180: Physical/Biological Systems I (4cr)

Courses in this area study physical and life systems, provide basic methods for rigorously describing the natural world, or treat social, economic, technological, ethical or other implications of natural phenomena.

Students will:

1. articulate how scientific methods and forms of inquiry can be used to describe phenomena and create evidence-based explanations of the natural world.
2. Recognize social, political, and ethical implications of scientific and/or mathematical discoveries and technological advancements.
3. Describe how scientific, technological, and/or mathematical developments contribute to our lives and create value.
4. demonstrate strong analytical skills including quantitative reasoning and experimental techniques.
5. demonstrate effective use of written and oral communication skills both in form and structure within appropriate disciplinary conventions.

DHC 280: Physical/Biological Systems II (4cr)

Courses in this area study physical and life systems, provide basic methods for rigorously describing the natural world, or treat social, economic, technological, ethical or other implications of natural phenomena.

Students will:

1. apply scientific methods and forms of inquiry to describe phenomena and create evidence-based explanations of the natural world.
2. synthesize knowledge of basic scientific disciplines to examine large and complex physical and life systems and relate knowledge gained from natural sciences to other disciplines.
3. employ knowledge of scientific disciplines to make informed decisions and address issues of human concern.
4. demonstrate strong analytical skills including quantitative reasoning and experimental techniques.
5. demonstrate effective use of written and oral communication skills both in form and structure within appropriate disciplinary conventions.

DHC 250: Social and Behavior Dynamics (4cr)

Courses focus on how individuals, cultures, and societies operate and evolve and introduce disciplined ways of thinking about individuals and groups.

Students will:

1. identify basic principles and institutions that underlie the cultures and traditions of groups, organizations, societies, and/or nations and apply these principles of human behavior for understanding self and others.

2. analyze the implications of participation in social groups and institutions to consider ways they inform ethical interactions and contribute to social inequalities
3. describe and interpret theories about individuals, social interactions and networks, or the relationships between individuals and society while applying critical thinking to specific situations involving personal and community decision-making.
4. Explain and apply diverse empirical methods, including quantitative and experimental techniques, to investigate and analyze individuals, groups, or societies.
5. demonstrate effective use of written and oral communication skills both in form and structure within appropriate disciplinary conventions.

DHC 260 Cultural Studies I (4cr)

Courses focus on negotiating cultural differences by applying appropriate patterns of understanding and behavior in culturally diverse settings. Courses focus on one or more non-dominant cultures or peoples of the United States.

Students will:

1. articulate the requirements of informed citizenship based on analyses of social, cultural, economic and/or political processes, issues, and/or events.
2. analyze the ways in which social, psychological, and/or culturally diverse experiences create value in a community and influence the community.
3. analyze the reciprocal effects of governmental systems (local, national, regional, and/or global) and cultural notions of community and citizenship.
4. investigate the relationship of historical, social, economic, and/or cultural developments upon communities, citizenship, politics, and/or government.
5. critically evaluate evidence of institutionalized cultural assumptions and their effect on individuals and groups.
6. demonstrate effective use of written and oral communication skills both in form and structure within appropriate disciplinary conventions.

DHC 261 Cultural Studies II (4cr)

Courses focus on negotiating cultural differences by applying appropriate patterns of understanding and behavior in culturally diverse settings. Courses focus on comparative cultures across national and continental boundaries.

Students will:

1. analyze and evaluate the impact of global interactions upon individuals, groups, communities, and nations.

2. identify and describe global problems using interdisciplinary perspectives and conceptual models.
3. critically evaluate evidence of institutionalized cultural assumptions and inequalities as they affect nations and their peoples.
4. apply concepts and processes required for ethical decision making and efficacious civic engagement to address economic, social, and global/transnational concerns.
5. demonstrate effective use of written and oral communication skills both in form and structure within appropriate disciplinary conventions.

DHC 270: Integrated Learning (4cr)

Courses take an interdisciplinary approach to examining social, economic, technological, ethical, cultural or aesthetic implications of knowledge. In addition to department courses that embrace multiple disciplines, these opportunities include learning community, service learning, and international studies courses.

Students will:

1. articulate an understanding of the interconnectedness of modes of inquiry across disciplines.
2. identify and explore connections between or among different disciplines to explain or inquire about phenomena.
3. identify problems that require multidisciplinary approaches and critique current mitigation strategies or solutions.
4. demonstrate effective use of written and oral communication skills (presentations and discussions) both in form and structure within appropriate disciplinary conventions.

DHC 380: The History of Science (4cr)

Introduction to major themes in the history of science. Investigation of historical and scientific methods through the study of particular historical cases.

Students will:

1. describe the historical development of the scientific process.
2. recognize the essential elements of a scientific investigation.
3. apply the methods of scientific inquiry to issues of contemporary relevance.

DHC 480: Interdisciplinary Senior Seminary (4cr)

Interdisciplinary approach to examining current social, economic, ethical, and cultural issues.

Students will:

1. Integrate learning by transferring theories or methodologies from one discipline to another, and to make connections through and across disciplines.
2. Oral presentation with rubric, culminating problem-based learning project, in-class discussion, portfolio, journaling.
3. Develop solutions to contemporary problems that require multidisciplinary approaches.
4. Culminating problem-based learning project, team poster presentation with rubric, journaling.
5. Critique solutions to contemporary problems that require multidisciplinary approaches.
6. Culminating problem-based learning project, journaling, in-class discussion, portfolio, research policy paper with rubric.
7. Assess, evaluate and articulate the influence and context of assumptions and to thoroughly question the viewpoints of experts.
8. Culminating problem-based learning project, critical/analytical essay with rubric, research policy paper with rubric.
9. Work effectively in teams to achieve a common purpose; maintain accountability to team members by meeting analytic and research responsibilities.