PLANNING YOUR HONR COURSE

FAQs

Resources for faculty interested in offering HONR courses.
**Background: About the Honors College**

The Honors College is an academic-residential college with roughly 3,000 students who come from every disciplinary college on campus. The Honors College and Residences houses Honors College students, our classrooms, and administrative offices. Students complete a curriculum of 24 honors credits, of which a minimum of five are HONR. In addition to honors courses, to graduate with the Honors designation, students must produce an original research or creative project and have a GPA of at least 3.3. Resources available to help Honors College students meet graduation requirements include supplemental honors advising, research workshops and mentoring, competitive research grants, and close contact with Honors College faculty, who act as formal and informal mentors.

**What are HONR courses?**

HONR courses
- Are small in size (courses capped at 20 students)
- Are generally discussion based, with high levels of interaction among students and between students and faculty.
- Often feature independent research, project-based or experiential learning, or other creative approaches.
- Have no single disciplinary home and offer unique viewpoints, methods, and learning opportunities.
- Are populated by highly motivated students from across the university and at different stages of their academic journeys (i.e., from first-year students to graduating seniors).
  - They are not restricted to students in the Honors College, but open to all Purdue students with a GPA of 3.0 or higher.
- Are taught by faculty.
  - All research, teaching, clinical, and emeritus faculty members may teach honors courses, as may continuing lecturers who hold their field’s terminal degree.
  - Not taught by graduate students.
- Feature assessments that vary to match enhanced course content, learning outcomes, and learning activities.
- Are qualitatively rather than merely quantitatively different from non-honors courses.
  - HONR courses should increase active learning possibilities, with a possible emphasis on project-based learning, such as research or service-learning components.
What HONR courses are not
HONR courses are not honors versions of courses regularly offered within a department, such as courses may be offered as disciplinary H courses (e.g., COMM 114H; ENGR 161H).

On which criteria are proposals for HONR courses evaluated?
Proposals received for HONR course offerings are evaluated on four main criteria:

- Interdisciplinary Range: The degree of interdisciplinarity of the course. Does the course incorporate multiple perspectives? Will the course appeal to students from diverse disciplinary backgrounds?
- Accessibility: Expectations of students’ prior knowledge. Are prerequisites required? Will non-majors be successful in the course?
- Learning Activities: Approaches to teaching and learning to be used in the course. Are the approaches to teaching and learning high impact practices? Do approaches to teaching and learning include active learning, experiential learning, discussions, projects, research, or other innovative methods?
- Learning Outcomes: The overall learning objectives of the Honors College include critical thinking, cognitive flexibility, awareness of and ability to value interdisciplinary work, collaboration, and awareness of the community and world around us. Does the proposed course aim to achieve any of these?

What are some examples of HONR courses?
HONR courses are numbered according to the type of learning experience. Our 200-level courses are experiential courses. Three hundred-level courses are seminars and 400-level courses are research intensive. Research courses usually serve as springboards to Honors College students’ scholarly projects.

Below are some examples of courses at the different levels (or under the different classifications) and proposed/taught by faculty across the university.

HONR 299 Experiential Courses:
Course Title: “Italian Discoveries”
Instructor: Dr. Dino Felluga, Professor of English
Location: Venice, Paderno del Grappa, Florence, and Milan, Italy
Program Dates: May 8-May 28, 2022
Credits: 6
Description: The 3-week program combines two, 3-credit HONR courses, “Da Vinci’s Renaissance” (an investigation of interdisciplinary genius and of the scientific and artistic revolutions of the Italian Renaissance) and “The Art of Travel” (an exploration of tourism and a practicum in travel writing) into a seamless whole. This study abroad program brings together the best of Italy, from the rich countryside of northern Italy’s Veneto region to the sun-drenched hills
of Tuscany—from famous cities to small villages known only to locals. We begin in Paderno del Grappa, a small town in the Veneto, where we will complete a large portion of our in-class instruction. We then move to Florence, the epicenter of Renaissance art and science, from which we will enjoy a day trip to the most perfectly preserved medieval jewel of Italy, San Gimignano. We will spend our last week in Venice. With the watery city as our textbook, we will discover why this unforgettable city is unique in all the world.

**HONR 399 Seminars:**
Course Title: "Prophetstown Revisited"
Instructor: Dr. Dawn Marsh, Associate Professor of History
Credits: 3
Description: the course is situated in native American history and culture through a regional lens. The history of Prophetstown, the Tippecanoe battle, and the eventual erasure of indigenous presence in the region will provide the laboratory through which students will engage in a hands-on research endeavor. The course will have four components we will address over the semester with multiple learning objectives. The components rely on different disciplinary contributions to this history and are loosely chronologically organized with some overlap. This course is designed to offer a multi-platform approach to explore history and memory through four thematic components. The four components bring together the intellectual themes and methodologies of history, environmental sciences, archaeology, indigenous knowledge, place-based research, public history, and historical fiction. The course emerges out of a decade of collaborative efforts across disciplines that intersect through my own research and teaching at Purdue.

**HONR 499 Research-based Courses:**
Course Title: “Modern Civics Research”
Instructor: Dr. Robert Browning, Professor of Political Science and Communication
Credits: 3
Description: This is a research-based course that uses the C-SPAN Video Library as a data source for research projects around policy making and its impact on industry and societal outcomes. Purdue University is home to a rich archive of C-SPAN footage of various Congressional debates and testimonies as well as Supreme Court hearings. Because the range of topics covered by Congress, the President, the Courts, and government agencies is so vast and inclusive, students of all majors will be able to research an equally large range of subjects. By the end of this course, students will learn how to conduct video archival research, be more civically informed, and critically evaluate decisions made in the nation’s capital and their impact on our lived private and professional experiences. Students will also have the exclusive opportunity visit the C-SPAN Archives and also have a discussion with C-SPAN’s founder and Purdue alumnus, Brian Lamb.