

# ILLINOIS VALLEY COMMUNITY COLLEGE



## Course Syllabus

**DIVISION:** English, Mathematics, Education

**Course:** HON 1001: Honors Orientation

Date: 25 April 2007

Semester Hours: 2

Prerequisite(s): Honors Program admission

Delivery Method:

<input checked="" type="checkbox"/> Lecture	2 Credit Hours
<input type="checkbox"/> Seminar	0 Credit Hours
<input type="checkbox"/> Lab	0 Credit Hours
<input type="checkbox"/> Clinical	0 Credit Hours
<input type="checkbox"/> Online	
<input checked="" type="checkbox"/> Blended	

Offered:  Fall  Spring  Summer

IAI Equivalent –**Only for Transfer Courses**–go to <http://www.itransfer.org>:

### CATALOG DESCRIPTION:

Honors Orientation is for first semester Honors Program students and helps students identify, plan, and achieve educational and/or career goals. The course culminates with students presenting an Honors Plan which states their educational and/or career goals and their plan for how they will pursue and/or achieve their goals through community involvement, campus leadership, and experiential learning while members of the IVCC Honors Program.

## GENERAL EDUCATION GOALS ADDRESSED

*[See the last page of this form for more information.]*

### Upon completion of the course, the student will be able:

[Choose those goals that apply to this course. ]

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- To work and study effectively both individually and in collaboration with others.
- To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- To appreciate the ongoing values of learning, self-improvement, and career planning.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals.]*

#### Upon completion of the course, the student will be able to:

Outcome 1: Recognize the role of values in career and educational planning.

Competency 1.1: Identify personal values

Competency 1.2: Understand how values are formed and can be changed

Outcome 2: Understand the relationship between values and goals

Competency 2.1: Analyze how values shape goals

Competency 2.2: Evaluate congruency of personal short and long-term educational and/or career goals and personal values

Outcome 3: Use perspective to understand the relationship between goals and responsibilities

Competency 3.1: Understand the implication of personal goals in a global context

Competency 3.2: Analyze the role of values, goals, and responsibilities in areas of life outside of career and educational plans

Outcome 4: Demonstrate how leaders balance goals and responsibilities

Competency 4. 1: Recognize characteristics of successful and unsuccessful leaders

Competency 4.2: Apply knowledge of successful leadership to reassess goals

Outcome 5: Articulate an educational and/or career goal and methods for achieving it

Competency 5.1: Identify a long-term educational and/or career goal

Competency 5.2: Propose activities in community involvement, campus leadership, and experiential learning designed to help pursue educational and/or career goals

### **COURSE TOPICS AND CONTENT REQUIREMENTS:**

1. Personal value inventory
2. Value formation and change
3. Goal analysis
4. Relationship between goals and responsibilities
5. Study of leadership practices
6. Articulation of educational and/or career goals
7. Proposal of activities to achieve educational and/or career goals

### **INSTRUCTIONAL METHODS:**

1. Lectures and discussion
2. In-class and out-of-class writing assignments
3. Assigned readings
4. Guest presenters
5. Audio/visual presentations
6. Internet resources
7. Various educational software

### **INSTRUCTIONAL MATERIALS:**

Texts

Readings to be used in Honors Orientation are at the discretion of the instructor

Computer Applications

--Blackboard

--Word-processing software

--Web pages

Other

--Video projector

--Handouts

- Online resources
- Audio/Video resources

### **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

Students must:

1. Participate in class and Blackboard discussions
2. Complete reading, writing, and other assignments given at the instructor's discretion
3. Attend class in accordance with college policy and instructor policy

In Honors Orientation, each student must present an Honors Plan at the Honors Symposium at the end of the semester.

#### **Grading Scale**

The grading scale used in Honors Orientation is at the discretion of the instructor.

#### **Evaluation**

Student participation in class and in Blackboard discussion boards will be evaluated at mid-term and at the end of the semester based on guidelines provided to the students by the instructor at the beginning of the semester. Formal written work will be evaluated based on a rubric provided when the assignment is introduced. The Honors Plan will be evaluated by the Honors Team with a rubric provided to students when the assignment is introduced.

### **OTHER REFERENCES**

National Collegiate Honors Council. Journal of the National Collegiate Honors Council

---. Honors in Practice

---. National Honors Report

---. Peterson's Guide to Honors Programs and Colleges

Form Revised: 3/2/05