

HONORS PROGRAM GOALS

Characteristic	First Year	Second Year	Third Year	Fourth Year
Thinking	Understands core concepts. Responds to ideas in conventional ways. Identifies some key assumptions/biases in an argument.	Offers a convincing interpretation or analysis of text/issue. Responds to ideas in unexpected ways. Challenges own preconceptions. Recognizes relationships among several ideas and texts. Evaluates the relative merits of an argument/text. Uses a key theoretical concept appropriately.	Analyzes and contextualizes several complex issue/texts. Compares and critiques a range of ideas and texts. Responds to ideas in complex, original ways. Develops a convincing line of reasoning. Uses several theoretical concepts appropriately. Identifies a significant issue/question in a field, develops a hypothesis, and designs a means of generating an answer.	Applies a theoretical approach/model/concept in a new context. Integrates knowledge and concepts from several disciplines/theories. Analyzes research findings or new critical ideas. Evaluates and revises hypothesis in response to new findings. Develops new and unexpected ideas.
Scholarly Inquiry	Some ability to draw upon the ideas of others and use them appropriately.	Identifies and draws upon appropriate sources to reach conclusions. Cites reliable evidence in support of ideas. Demonstrates some understanding of the approach and tools used in at least one discipline.	Applies one critical approach/technique/methodology effectively to define an independent scholarly project. Demonstrates some familiarity with relevant literature relating to one question in a chosen field of study.	Evaluates the process by which research/learning/artistic endeavor is conducted and draws conclusions about future avenues of research/learning/artistic creation. Demonstrates solid knowledge of relevant literature.
Writing	Aware of the conventions of academic writing. Presents key information and ideas accurately. Organizes papers effectively around one central idea. Makes some mechanical errors.	Aware of a range of styles and conventions in academic writing. Uses effective voice. Organizes papers and develops ideas in interesting ways. Makes few mechanical errors. Uses varied sentence structures. Writes with clarity.	Writes in varied styles and voices for different audiences and purposes. Organizes papers in sophisticated ways. Compares and contrasts information/ideas from a number of sources. Writes with clarity and some grace.	Chooses a style and voice for each specific audience and purpose. Determines the form and scope of a lengthy, sustained independent project that is well-documented, well-developed, and well-researched. Integrates and analyzes information and ideas from a number of sources. Writes lively, interesting, graceful, and clear prose.

Continued on back page

Honors Program Goals, continued:

<p>Perspective</p>	<p>Identifies personal values, influences, and biases. Understands that perspectives are shaped by a variety of personal, social, national, and cultural experiences. Demonstrates a willingness to consider alternative ideas/experiences.</p>	<p>Examines personal values, influences, and biases. Develops appreciation for a perspective outside of his/her own life experience. Explores a variety of artistic media/experiences. Demonstrates strong motivation to learn in a variety of contexts/subject areas.</p>	<p>Incorporates new views, means of artistic expression, learning experiences, or alternative perspectives into educational activities.</p>	<p>Develops broad cultural literacy. Continually engages in the process of examining and reformulating personal values and beliefs. Continues to seek out, explore, and respond to new perspectives.</p>
<p>Citizenship</p>	<p>Develops a sense of self as a member of at least one community.</p>	<p>Participates in activities that demonstrate a growing sense of social responsibility to at least one community. Identifies values in terms of personal and social responsibility.</p>	<p>Participates in a number of civic activities that reflect a growing sense of personal and social responsibility. Identifies needs of at least one community and considers possible solutions.</p>	<p>Engages in self-reflexive questioning of values and actions over time. Provides leadership to set priorities and solve problems.</p>
<p>Speaking</p>	<p>Listens actively to the contributions of others and participates when asked to respond.</p>	<p>Contributes actively to discussion but does not monopolize. Uses a logical thought process and supplies evidence when explaining opinions or providing ideas. Identifies significant new questions/issues for further discussion.</p>	<p>Evaluates and challenges the thinking of others in a respectful manner. Demonstrates a willingness to change opinions in light of new information. In group presentations, organizes information well and communicates clearly and effectively without distracting sounds and mannerisms. Uses visual materials appropriately.</p>	<p>Provides leadership in class discussions. Presents ideas effectively in public forums. Demonstrates knowledge of subject and structures presentation effectively for audience and purpose. Identifies key issues/findings and explains their importance clearly. Interacts well with audience. Responds knowledgeably and respectfully to audience questions.</p>