

itself will not be repeated regularly. It also permits the offering of courses as part of the President's Invitational Seminar.

IV. Place of Course in College Curriculum

- A. Free elective.
- B. This course does not satisfy General Education requirements.
- C.. This course does not fulfill a specific program requirement at this time.
- D. For New Jersey colleges go to NJ Transfer, www.njtransfer.org, for all other colleges and universities go to their individual websites.

V. Outline of Course Content

- A. Introduction to the topic
- B. Framing the topic in historical period(s)
- C. Study and discussion of topic as directed by specific instructor
- D. An examination of original texts and secondary materials relevant to topic
- E. Completion of a Research Paper.

VI. EDUCATIONAL GOALS AND LEARNING OUTCOMES

A. Educational Goals

Students will:

1. employ correct terminology in discussions and in written work (G.E. 1, G.E. 2, G.E. 4);
2. interpret texts for discussion and written work (G.E. 1, G.E. 2);
3. use textual evidence to support claims (G.E. 1, G.E. 2, G.E. 3);
4. contrast various approaches to the topic in question (G.E. 1, G.E. 2, G.E. 4, G.E. 6);
5. report on analyses of topic in discussion and in written work (G.E. 1, G.E. 2);
6. identify the political, social, historical, and ethical implications of various texts in relation to the seminar topic (G.E. 1, G.E. 2, G.E. 5, G.E. 6).

B. Learning Outcomes

Students will be able to:

1. compare, contrast, and apply the basic theoretical paradigms as relevant to topic of seminar;
2. synthesize primary and secondary texts;

3. demonstrate basic knowledge of historical, socioeconomic, and political issues regarding the topic;
4. analyze texts as a basis for original thinking and writing.

VII. Modes of Teaching and Learning

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. student oral presentations
- E. student/faculty co-learning model
- F. independent study

VIII. Papers, Examinations, and other Assessment Instruments

Given the outcomes described above, the following assessment methods may be used:

- A. research
- B. debates
- C. essays
- D. journals
- E. examinations
- F. annotated bibliographies
- G. article critiques

IX. Grade Determinants

Grades will be determined based on scores on class participation, quizzes and exams, short papers and research for participation in a debate.

- A. Class participation
- B. Individual and group presentations
- C. Short papers and research
- D. Quizzes and Examinations

X. Textbook and Materials

- A. Original sources
- B. Secondary texts
- C. Unpublished manuscripts
- D. Web sources and other computer-based resources
- E. Field trips

XI. Resources

Students will need access to sociological databases in order to locate and retrieve journal articles for research related to various topics in the field. Online databases and journals are acceptable as long as students are able to access full-text online articles from peer-reviewed research journals.

XII. Honors Course or Option

Definition: This course conforms with the definition of an Honors Course because it enriches and challenges students beyond the regular scope curriculum of a Humanities class. The seminar requires a 10-page research paper sourced in assigned and/or peer-reviewed readings. Moreover, it necessitates weekly writing on assigned readings. Furthermore, this Presidential Invitational Seminar is distinctive in its intensive faculty-student co-learner structure, in which small groups of students are mentored by RVCC faculty members who will help enhance student learning at a deeper level than is expected in a non-honors course. This co-learning structure is inspired by a program at Carnegie-Melon.

A. Educational Goals and Learning Outcomes

1. The educational goals and learning outcomes are the same as in section VI above. However, student learning will be leveraged upward through contact with research professors; this will provide an enhanced and unique learning opportunity than would be offered by a non-honors course.

B. Honors Content

1. Reading: Primary sources and other distinctive content, as opposed to textbooks. These works are developed by research professors in their particular areas of specialization.
2. Writing: weekly assignments on assigned readings, and a research paper.
3. Students will discuss readings and concepts with visiting scholars; for example, the course may be led by a world-recognized research scholar from the National Islamic University in India.

C. Assessment Instruments for Honors Work

Students will be assessed based on:

1. In-class participation in discussions on course readings

2. Content, depth and clarity of papers and other writing assignments
3. Performance on exams

D. **Grade Determinants for Honors Work**

1. Student participation in classroom discussions
2. Weekly writing assignments
3. Final research paper
4. Exams