

HONORS FORUM (HF)

HF 100 - Honors Forum Workshop

Credits: 1

A topical workshop, seminar, discussion group, or lab/studio experience sponsored through the Honors Forum. HF 100 may be offered as an optional honors credit linked to a regular course offering at the 100 level, or as a free-standing academic experience open to Honors Forum and other highly motivated students.

Prerequisites: *As determined by the instructor and the Honors Forum Council, concurrent enrollment in a particular 100-level course, or completion of a prerequisite course.*

HF 101 - First-Yr Honors Colloq

Credits: 1

HF 200 - Honors Forum Workshop

Credits: 1

A topical workshop, seminar, discussion group, or lab/studio experience sponsored through the Honors Forum. HF 200 may be offered as an optional "honors" credit linked to a regular course offering at the 200 level, or as a freestanding academic experience open to Honors Forum and other highly motivated students.

Prerequisites: *As determined by the instructor and the Honors Forum Council, concurrent enrollment in a particular 200-level course, or completion of a prerequisite course.*

HF 201 - Great Books Workshop

Credits: 1

Offers students an opportunity to become a trained leader in the Junior Great Books program, an innovative curriculum designed to foster creative thinking and reading enjoyment in elementary and secondary school education, and gain practice leading discussion groups to bring literature alive. Certification as a Junior Great Books instructor is an asset for those interested in pursuing public and private elementary and secondary school teaching. This course includes a weekend training session. It is required preparation for a follow-up 1-credit spring-semester Honors Forum Practicum where Skidmore students will, in pairs, lead discussions with Schuylerville Junior High students as part of the Expanding Horizons program. Written work includes a journal and two briefs (short, focused papers).

Prerequisites: *Permission of instructor.*

HF 202 - Great Books Practicum

Credits: 2

A follow-up to HF-201 Great Books Workshop. Students who are trained leaders in the Junior Great Books program will, in pairs, lead weekly discussions with seventh- and eighth-grade students at Schuylerville Junior High as part of the Expanding Horizons program. Students will promote creative thinking and reading enjoyment and gain practical experience in a secondary school. Leaders will be observed twice per semester during the 10-12 week session, and the class will meet on campus several times as well. This course is ideal for those interested in pursuing public and private elementary and secondary school teaching. Written work includes a journal and two briefs (short, focused papers).

Prerequisites: *The 1-credit Honors Forum Workshop is a prerequisite for the course and permission of instructor.*

Note(s): Students can repeat this course for credit.

HF 203 - Citizen Studentship

Credits: 4

A course that places students at the center of the learning process. Students from Skidmore College designed the course's structure, readings, and pedagogy as an introduction to a self-motivated and self-governed approach to learning. Interdisciplinary by nature, the course challenges students with critical thinking and writing, student-driven discourse, governance, citizenship, and character development. Students and the instructor work in a collaborative manner to design course goals, select readings, develop assignments, and direct class discussions.

Prerequisites: *Expository Writing and at least sophomore standing or permission of instructor.*

HF 212 - STEM Peer Leader Training Seminar

Credits: 1

A course designed to help students develop the leadership skills necessary to facilitate Peer-led Team Learning (PLTL) workshops. Students will explore and apply collaborative learning strategies and group facilitation techniques. Open only to students serving as peer leaders in the PLTL program.

Prerequisites: *Permission of instructor.*

Note(s): Must be taken S/U. May be taken up to four times for credit. Not for liberal arts credit.

HF 213 - Peer Academic Coaching Experience

Credits: 2

Peer Academic Coaching Experience is an introduction to concepts, theory, and practice in peer academic support. Coursework prepares students to work in individual and group academic coaching settings, foster leadership skills necessary to address the academic needs of a diverse student population, and explore and initiate collaborations with professional staff and professors. The class operates as an interactive learning community designed to provide students with opportunities to apply and reflect on academic support strategies in scenario-based situations and live Peer Academic Coaching sessions.

Prerequisites: *Students must be hired as Peer Academic Coaches before registering.*

Corequisites: *Peer Academic Coaching Lab ID 251A*

Note(s): 1 credit weekly team meeting/planning session. Not for liberal arts credit.

HF 214 - Peer Academic Coaching Lab

Credits: 1

Peer Academic Coaching Lab offers an opportunity for advanced work as a Peer Academic Coach. Students meet in department-specific groups to coordinate quality peer academic support in Peer Academic Coaching sessions by collaborating with professors, preparing supplemental study materials, planning review sessions, facilitating study sessions, tutoring students, and communicating services and upcoming events with professors and students.

Note(s): Not for liberal arts credit.

HF 215 - Peer Health Education

Credits: 3

An introduction to the concepts, principles, theory, and practice of health education, health promotion, and peer-based education. Students will engage with a variety of topics surrounding health, wellness, community health promotion, theories of behavioral change and leadership skill building through readings, class discussions, and opportunities for experiential learning. Throughout the semester students will research, plan, execute, and evaluate educational outreach materials and programs on various health and wellness topics relevant to college-aged students.

Note(s): Not for liberal arts credit.

HF 271 - Honors Independent Study

Credits: 1-4

An independent research or project opportunity for unusually well-qualified first-year or sophomore students working at an honors level. In consultation with a sponsoring faculty member, the student proposes to the Honors Council a project that builds upon the student's academic background and interest and concludes in an honors paper or project that can be shared with the wider student community. The student should carefully define a term-length project that complements or builds upon her or his background, initiate the proposal with a study-sponsor, and obtain formal approval from the student's advisor and the HF Director. Application to do such work in any semester should be made and approved prior to registration for that semester or, at the very latest, before the first day of classes for the term. Honors Independent Study may not be substituted for available honors courses.

HF 272 - Honors Independent Study

Credits: 1-4

An independent research or project opportunity for unusually well-qualified first-year or sophomore students working at an honors level. In consultation with a sponsoring faculty member, the student proposes to the Honors Council a project that builds upon the student's academic background and interest and concludes in an honors paper or project that can be shared with the wider student community. The student should carefully define a term-length project that complements or builds upon her or his background, initiate the proposal with a study-sponsor, and obtain formal approval from the student's advisor and the HF Director. Application to do such work in any semester should be made and approved prior to registration for that semester or, at the very latest, before the first day of classes for the term. Honors Independent Study may not be substituted for available honors courses.

HF 273 - Sex, Gender, and Civic Engagement

Credits: 1

An opportunity for students to build awareness of sexual misconduct, sexual health, sexuality, and gender. The semester begins with a weekend-long training to prepare students for the service learning portion of the course: working in the Center for Sex and Gender Relations and serving the campus community as anonymous peer-to-peer sexual misconduct reporting resources. The course adds to the Honors Forum offerings with its challenging material and leadership opportunities.

*Prerequisites: Permission of instructor.***Note(s):** Not for liberal arts credit.**HF 300 - Honors Forum Seminar**

Credits: 1

An honors seminar for more advanced students centered on a topic, research project, or other academic activity pertinent to one of the academic disciplines.

*Prerequisites: Open to junior and senior Honors Forum students and other highly motivated students with advanced standing, appropriate course background, or permission of instructor.***HF 301 - Senior Honors Symposium**

Credits: 1

HF 315 - Advanced Peer Health Education

Credits: 1

An expansion of concepts covered in Peer Health Education by allowing students to fine-tune their health promotion and peer counseling skills. Students will select specific areas of interest and will work closely with other Peer Health Educators and the instructor to plan, implement, and rigorously evaluate outreach programs on campus. The course will focus on building leadership and communication skills and on deepening the expertise of the students on college health-related issues.

*Prerequisites: HF 215 and permission of instructor.***Note(s):** May be repeated for credit. Not for liberal arts credit.**HF 371 - Honors Independent Study**

Credits: 1-4

An independent research or project opportunity for well-qualified junior or senior students working at honors level. In consultation with a sponsoring faculty member, the student proposes to the Honors Council a project that builds upon the student's academic background and interest and concludes in an honors paper or project that can be shared with the wider student community. The student should carefully define a term-length project that complements or builds upon her or his background, initiate the proposal with a study-sponsor, and obtain formal approval from the student's advisor and the HF Director. Application to do such work in any semester should be made and approved prior to registration for that semester or, at the very latest, before the first day of classes for the term. Honors Independent Study may not be substituted for available honors courses.