

HONORS FORUM COURSES

Fall 2023

CS 275H.001-005

Introduction to Research in Computer Science

1 Credit

M. Eckmann, T O’Connell, C. Reilly, D. Read, A. Prasad

An introductory exploration of research in computer science. The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of computer science. The research projects may, for example, include designing new algorithms for computational problems, surveying the research literature, implementing existing algorithms from the research literature, or performing computational experiments. Prerequisites: Permission of instructor. (Students may only take four CS 275H courses in their careers and may take no more than two in any given semester. If two are taken in a single semester, each must be a different section. CS 275H may not be counted toward the CS major. Must be taken S/U.)

EN 105H.001

Writing as Relationship

4 Credits

M. Wolff

“We ourselves are chambers filled with voices,” writes author Tony Hoagland, “and awake or

ever made as a leader.” The instructor will furnish you with material; with her guidance, you will shape it into publishable or, as the case may be, presentable prose. Expect frequent short assignments, most of them graded.

EN 303H.001

Peer Tutoring Project in Expository Writing

4 Credits

C. Jorgensen

“...it is not the English language that hurts me,” bell hooks says, “but what the oppressors do with it, how they shape it to become a territory that limits and defines, how they make it a weapon that can shame, humiliate, colonize” (“Teaching New Worlds / New Words”). hooks then quotes Adrienne Rich: “This is the oppressor’s language yet I need it to talk to you.” Justice-focused teaching and tutoring of English requires thoughtfulness. In EN 303H, Peer Tutoring Project, we learn a toolbox of strategies for tutoring, including ways to structure sessions and respond to tutees’ expressed concerns. We learn Standard Academic English, even as we acknowledge its racist and ableist foundations, and consider ways to negotiate the meanings and demands of “academic writing.” Much of the course is devoted to experiential learning, first through shadowing experienced tutors and then through independently tutoring in the Writing Center. In our class meetings, we will consider the roles of writing centers; strategies for effective tutoring sessions, including techniques for supporting student writers whose first language is not English; the problematic position of Standard Written English; approaches to papers from various disciplines; and methods for explaining grammatical and punctuation guidelines. Some class sessions will be small-

Forum Council, concurrent enrollment in a particular 200-level course, or completion of a prerequisite course.

HF 200-010 & HF 200-011 **PLTL in CH 221/222**

1 Credit

Department

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 203-001 **Citizen Studentship**

4 Credits

R. Rotheim

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 213-001 **Peer Academic Coaching Experience**

2 Credits

B. Pashley

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. Prerequisite: Students must be hired as Peer Academic Coaches before registering. Corequisite: Peer Academic Coaching Lab ID 251A (1 credit weekly team meeting/planning session. Not for liberal arts credit.)

Prerequisites HF 215 and permission of the instructor.

Not for liberal arts credit. May be repeated for credit.

HF 214-001 **Peer Academic Coaching Lab**

1 Credit

B. Pashley

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.(Not for liberal arts credit.)

HF 300-001

Paleoclimatology Practicum

1 Credit

A Frappier

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 315-001

Citizenship

1 Credit

K. Golemboski

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. (May be repeated for credit. Not for liberal arts credit.)

HF 315-002

Community Building

1 Credit

K. Golemboski

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. (May be repeated for credit. Not for liberal arts credit.)

HF 315-003

Sexual Health

1 Credit

K. Golemboski

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. (May be repeated for credit. Not for liberal arts credit.)

HF 315-004**Mental Health****1 Credit****K. Golemboski**

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. (May be repeated for credit. Not for liberal arts credit.)

HF 315-005**Public Health****1 Credit****K. Golemboski**

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. (May be repeated for credit. Not for liberal arts credit.)

HF 315-006**Nutrition & Fitness****1 Credit****K. Golemboski**

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. (May be repeated for credit. Not for liberal arts credit.)

HF 315-007**Adv. Peer Health Education - Wellness Center****1 Credit**

MB 336H-001

**Diversity & Discrimination in the American Workplace: Is the
Melting Pot Boiling Over?**

4 Credits

P. Prasad

An examination of the efforts and struggles of U.S. organizations to become more diverse by

