**Administrative Unit:** Honors Program  
**Course Prefix and Number:** HNRS 110  
**Course Title:** Introduction to Honors

### Digital Descriptions:

<table>
<thead>
<tr>
<th>Student Description</th>
<th>Pay-Hour Description</th>
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<tr>
<td># Cr Hrs — # Lec Hrs — # Lab Hrs</td>
<td>Total # = Lec Hrs + Lab Hrs</td>
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**Catalog Description:** Entering freshmen who qualify for the honors program are strongly encouraged to enroll in this course. It is intended to aid in the transition from high school to college for honors students and to introduce the honors program.

**Prerequisites/Corequisites:** Eligibility for honors program.

**Text:**

**Course Objectives:** To promote an honors "culture" by helping freshmen honors students more clearly understand the meaning of honors. Also to help those students to work within a group.

**Topical Outline:** Will vary by instructor, but should include:
- How college differs from high school in structure, teaching methods, expectations.
- The process of learning.
- The habits of highly successful students.
- What is an honors program?
- Cultural activities. Students should be required to attend several events as determined by the faculty member. Examples might include musical concerts, visits to art galleries, or similar activities.

During this course the Academic Profile, short form, will be administered. This 40-minute standardized test measures learning in general education courses. The results of the tests are used by faculty to improve the general education curriculum at the College.
Recommended maximum class size for this course:    20

Prepared by:    David Roebuck

Date:    July 10, 2000

NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.