

## HONORS PROGRAM GOALS

Characteristic	First Year	Second Year	Third Year	Fourth Year
<b>Thinking</b>	Understands core concepts. Responds to ideas in conventional ways. Identifies some key assumptions/biases in an argument. Defines the parameters of a problem. Challenges own preconceptions.	Offers a convincing interpretation or analysis of text/issue. Develops a convincing line of reasoning. Recognizes relationships among several ideas and texts. Responds to ideas in interesting ways. Challenges conventional assumptions in a source argument. Evaluates the relative merits of an argument/text/proposed solution to a problem. Applies concepts appropriately.	Analyzes and contextualizes several complex issue/texts. Develops a complex and convincing line of reasoning. Compares and critiques a range of ideas and texts. Responds to ideas in complex, original ways. Challenges assumptions in the research of others. Applies several theoretical concepts appropriately. Independently identifies a significant issue/question in a field, develops a hypothesis, and designs a means of generating an answer. Proposes and evaluates solutions to a problem.	Uses appropriate theoretical approaches/models/concepts in a new context or to develop new findings. 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.
<b>Scholarly Inquiry</b>	Some ability to draw upon the ideas of others and use them appropriately.	Identifies and draws upon a few appropriate sources to reach conclusions. Cites reliable evidence in support of ideas. Demonstrates a beginning understanding of the approach and tools used in at least one discipline. Applies at least one critical approach/technique/methodology.	Uses appropriate critical; approaches/techniques /methodologies to define a research question in an independent scholarly or artistic project. Demonstrates growing 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. Draws conclusions about future avenues of research /learning/ artistic creation. Demonstrates solid knowledge of relevant literature.
<b>Writing</b>	Aware of the conventions of academic writing. Presents key information and ideas accurately. Focuses papers effectively around one central idea. Makes some mechanical errors.	Aware of multiple styles and conventions in academic writing. Uses effective voice. Employs effective writing strategies. Organizes papers and develops ideas in appropriate ways. Makes few mechanical errors. Uses varied sentence structures. Writes with clarity.	Writes in varied styles and voices for different audiences and purposes. Employs skillful writing strategies. 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. Employs sophisticated writing strategies. 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.

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