The course is designed to help develop academic and personal skills that will assist you in achieving your academic goals, developing and/or improving essential academic skills, creating a sense of place and a feeling of connectedness to the University Scholars and Florida Atlantic University community, developing analytical and critical thinking skills, and improving your written and oral communication skills.

**FOUNDATIONS OF WRITTEN COMMUNICATION**

**ENC 1101 HONORS COLLEGE WRITING 99592**
Dr. Sheryl Gifford, Department of English

This course examines the relationship between creative expression, cultural representation, and technology. Technology, namely the internet, has made art available to a global audience. Using readings by Arwa Aburawa, Rachel Kadish, and Steve Mumford, we consider how this has changed our thinking about creative expression—about the process and those who engage in it, and about the value we assign to the aesthetic object. As art speaks for its culture(s) of origin, we will also explore how technology might affect other cultures’ reception of art and those it represents, as well as this art’s role in forging cultural connections.

**ENC 1101 HONORS COLLEGE WRITING 99593**
Dr. Claudia Amadori, Department of English

**GENDER & IDENTITY**: In the course of this semester, we will be reading four essays thematically connected, which approach, from different perspectives, the ways in which society conditions our behavior based on our gender. We will discuss the difference between gender and biological sex, and consider how gender norms can shape our identity. In other words, we will determine how we construct our sense of “self” and are, in turn, perceived (and often judged) by the people with whom we interact. But what happens when our idea of who we are does not match the ways in which society expects us to behave, based on our gender and/or sexuality? Essays by Julia Alvarez, Ariel Levy, Kenji Yoshino, and Jayme Poisson discuss how individuals perform gender and/or resist gender norms.
This class will focus on advocacy, which we will define as rhetoric that does something. You will pick something that you believe in - whether it's a cause that's important to you or a local band that you support - and advocate for it. In order to do so, we will apply traditional rhetorical principles in order to consider how advocacy is shaped by different contexts, purposes, audiences and media. The goal of this class is to teach you how to advocate for what you believe in through written, oral and visual communication. We will work across digital media technologies in order to consider how working within different modes shapes our message and helps us make change in the world around us.

FOUNDATIONS OF SCIENCE & THE NATURAL WORLD

GROUP B

PHY 1930  UNMANNED AERIAL VEHICLES: SCIENCE & SOCIETY 99414  T/R  3:30 – 4:50 PM  PS 113
Substitutes for Foundations of Science & the Natural World; WAC (Writing across the Curriculum).
Dr. Warner A. Miller, Department of Physics

This course explores both the science and the societal issues behind the fast growing field of Unmanned Aerial Vehicles (UAVs). The scientific aspects of the course will cover the basic physics of flight, both in general and specifically related to UAVs, including aerodynamics, propulsion, power and control. Potential payloads will also be analyzed, particularly with regard to both commercial and scientific uses. As part of the societal issues, concerns regarding personal privacy will be discussed, and the constantly evolving rules and regulations for the flying of UAVs will be thought. The course also contains a laboratory component, and is expected to lead to the building and flying of a prototype vehicle.

FOUNDATIONS OF MATHEMATICS & QUANTITATIVE REASONING

GROUP B

MAC 2233  METHODS OF CALCULUS (HONORS) 82616  M/W  3:00 – 3:50 PM  ED 115
R  2:00 – 3:50 PM
Substitutes for Foundations of Mathematics & Quantitative Reasoning
Dr. Susan Moosai, Department of Mathematics

This course is an honors introduction to differential and integral calculus and differential equations for life sciences, focusing on applications to biological problems. The course will emphasize functions as mathematical models for life science problems, and determination and analysis of these functions using calculus tools and computer software. The course will engage students in logical thinking, developing problem solving strategies, and practicing basic skills of data analysis and modeling in the life sciences.

FOUNDATIONS OF HUMANITIES

GROUP A

ARH 1930  HONORS ART APPRECIATION 95888  T/R  11:00 – 12: 20 PM  CU 125
Substitutes for Foundations of Creative Expressions; WAC (Writing across the Curriculum)
Dr. Emily A. Fenichel, Department of Visual Art & Arts History

A one-semester survey of major periods and personalities in the History of Art from earliest times in the Paleolithic period to contemporary art-making. Attention will be given not simply to formal characteristics of art but also to the historical context in which it was produced and major theories that art historians use today in order to interpret its development. Writing assignments will give students the opportunity to exercise their powers of observation and use of language and to explore their own responses to visual material and its meaning.
**ARH 1930  HONORS ART APPRECIATION  99580  T/R  12:30 -1:50 PM  FA 103**

Substitutes for Foundations of Creative Expressions; WAC (Writing across the Curriculum)
Dr. Karen J. Leader, Department of Visual Art & Arts History

A one-semester survey of major periods and personalities in the History of Art from earliest times in the Paleolithic period to contemporary art-making. Attention will be given not simply to formal characteristics of art but also to the historical context in which it was produced and major theories that art historians use today in order to interpret its development. Writing assignments will give students the opportunity to exercise their powers of observation and use of language and to explore their own responses to visual material and its meaning.

**PHI 1930  ANALYTIC THINKING: ARGUMENTS FOR ANALYSIS  98978  T/R  2:00 – 3:20 PM  BU 112**

Substitutes for Foundations of Society & Human Behavior; WAC (Writing Across the Curriculum).
Dr. Simon Glynn, Department of Philosophy

While it may be true that “everyone is entitled to their own belief, opinion or point of view,’’ it is certainly NOT the case that all such perspectives, beliefs and/or opinions are themselves equally true, or even justified. Rather, some are supported by the facts, others are not, and some are refuted by the facts, while some may be justified by logical arguments which may decisively refute others. The purpose of the course then is to introduce students to some of the fundamentals of so called Analytic Thinking; to teach them to examine available facts, form hypotheses, beliefs, opinions and/or views based upon, and/or about them, and to make and understand rational arguments and empirical evidence that might support or refute them. Typical questions raised and answered may include: Are/Is there (a) God/s? Given we could feed the world’s population 8 times over, what are the major contributors to starvation and poverty? Do/Should people have basic Human Rights, what are/should they be, and where do they come from? My Country Right or Wrong. Is this a Noble Sentiment? Is Euthanasia ever justified? If I believe that each individual is responsible for their own success or failure, does this mean I shouldn't care which school I might send my children to? Why did the USA Invade Iraq, and what Responsibility, if any, does it have for the rise of ISIS? Should Business' obligation to make profits for its Shareholders trump any other responsibilities? What alternatives to the accumulation of Wealth might one pursue as a career goal, and Why? What are the Pros and Cons of Space Exploration?

**FOUNDATIONS OF SOCIETY & HUMAN BEHAVIOR**

**GROUP A**

**PSY 1930  HONORS GENERAL PSYCHOLOGY  99303  T/R  9:30 – 10:50 AM  BU 210**

Substitutes for Foundations of Society & Human Behavior; WAC (Writing across the Curriculum).
Dr. Krystal Mize, Instructor, Department of Psychology

The purpose of this course is to provide you with a broad survey of the field of psychology. In successfully completing this course, you will demonstrate your knowledge about what is and is not currently known about the physiological, behavioral, cognitive, social, and emotional basis of human and non-human behavior. Moreover, you will be able to distinguish among a variety of theoretical explanations for behavior, critically examine the differing research methodologies used to investigate psychological questions, and apply psychological principles to real-world settings. It is my hope that by the end of the term you will learn what it means to observe behavior and to think critically and objectively about behavioral phenomena and the “human experience”.

**PSY 1930  HONORS GENERAL PSYCHOLOGY  99674  T/R  11:00 – 11:50 AM  SC 179**

Substitutes for Foundations of Society & Human Behavior; WAC (Writing across the Curriculum).
James J. Jakubow, Instructor, Department of Psychology

The purpose of this course is to provide you with a broad survey of the field of psychology. In successfully completing this course, you will demonstrate your knowledge about what is and is not currently known about the physiological, behavioral, cognitive, social, and emotional basis of human and non-human behavior. Moreover, you will be able to distinguish among a variety of theoretical explanations for behavior, critically examine the differing research methodologies used to investigate psychological questions, and apply psychological principles to real-world settings. It is my hope that by the end of the term you will learn what it means to observe behavior and to think critically and objectively about behavioral phenomena and the “human experience”.
This course provides a writing-intensive survey of world history from antiquity to about 1450. We will discuss the major themes of this period, including the emergence of civilization, the development of regional empires, the spread of the major world religions, and the expansion of international commerce.

The course has two objectives. First, by the end of the semester students should be able to demonstrate a working knowledge of the major ideas, events, themes, and trends in ancient and medieval world history. Second, students should become familiar with the basic skills necessary to conduct historical research and write a research paper in history. By the end of the semester, students should understand the distinction between primary and secondary sources, be conversant with library resources and interlibrary loan, and be adept at making original historical judgments through the analysis of evidence. Students should be able to demonstrate their command of the source material by constructing a detailed historical narrative on the basis of this evidence, and should improve their writing ability through careful attention to literary style and proofreading.