There are 5 known copies of the speech in Lincoln's handwriting, each with a slightly different text, and named for the people who first received them: Nicolay, Hay, Everett, Bancroft and Bliss. Two copies were written before delivering the speech, one of which probably was the reading copy. The remaining ones were produced months later for Union soldier benefits. Despite widely-circulated stories to the contrary, the president did not dash off a copy aboard a train to Gettysburg. Lincoln carefully prepared his major speeches in advance; his steady even script in every manuscript is consistent with a firm writing surface, not the notoriously bumpy Civil War-era trains. Additional versions of the speech appeared in newspapers of the time, feeding modern-day confusion about the authoritative text.

**Bliss Copy.** Ever since Lincoln wrote it in 1864, this version has been the most often reproduced, notably on the walls of the Lincoln Memorial in Washington. It is named after Colonel Alexander Bliss, stepson of historian George Bancroft. Bancroft asked President Lincoln for a copy to use as a fundraiser for soldiers (see below). However, because Lincoln wrote on both sides of the paper, the speech could not be reprinted, so Lincoln made another copy at Bliss's request. It is the last known copy written by Lincoln, and the only one that he signed and dated. Today, it is on perpetual display in the Lincoln Room of the White House.

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.

The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.”
Named for John G. Nicolay, President Lincoln's personal secretary, this is considered the first draft of the speech, begun in Washington on White House stationery. The second page is written on different paper stock, indicating it was finished in Gettysburg before the cemetery dedication commenced. Lincoln gave this draft to Nicolay, who went to Gettysburg with Lincoln and witnessed the speech. The Library of Congress owns this manuscript.

“Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that ‘all men are created equal.’

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle field of that war. We come to dedicate a portion of it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. But, in a larger sense, we can not dedicate – we can not consecrate – we can not hallow, this ground – The brave men, living and dead, who struggled here, have hallowed it, far above our poor power to add or detract.

The world will little note, nor long remember what we say here; while it can never forget what they did here. It is rather for us, the living, we here be dedicated to the great task remaining before us – that, from these honored dead we take increased devotion to that cause for which they here, gave the last full measure of devotion – that we here highly resolve these dead shall not have died in vain; that the nation, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.”

Believed to be the second draft of the speech, President Lincoln gave this copy to John Hay, a White House assistant. Hay accompanied Lincoln to Gettysburg and briefly referred to the speech in his diary: "the President, in a fine, free way, with more grace than is his wont, said his half dozen words of consecration." The Hay copy, which includes Lincoln's handwritten changes, also is owned by the Library of Congress.

“Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met here on a great battlefield of that war. We have come to dedicate a portion of it, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we can not dedicate — we can not consecrate — we can not hallow — this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract.

The world will little note, nor long remember, what we say here, but can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they have, thus far, so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain; that this nation shall have a new birth of freedom; and that this government of the people, by the people, for the people, shall not perish from the earth.”
Everett Copy. Edward Everett, the chief speaker at the Gettysburg cemetery dedication, clearly admired Lincoln's remarks and wrote to him the next day saying, "I should be glad, if I could flatter myself that I came as near to the central idea of the occasion, in two hours, as you did in two minutes." In 1864, Everett asked Lincoln for a copy of the speech to benefit Union soldiers, making it the third manuscript copy. Eventually, the state of Illinois acquired it, where it is preserved at the Abraham Lincoln Presidential Library and Museum in Springfield.

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Bancroft Copy. Historian George Bancroft asked President Lincoln for a copy to use as a fundraiser for soldiers. When Lincoln sent his copy on February 29, 1864, he used both sides of the paper, rendering the manuscript useless for lithographic engraving. So, Bancroft kept this copy; Lincoln had to produce an additional one (Bliss copy). The Bancroft copy is now owned by Cornell University, where it is housed.

“Four score and seven years ago our fathers brought forth, on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we can not dedicate, we can not consecrate – we can not hallow – this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract.

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COURSE DESCRIPTION
On November 19, 1863, in the wake of the gruesome battle in Gettysburg, PA, President Abraham Lincoln’s remarks cleansed the ground, air, and soul of America. Using fewer than 270 words, Lincoln simultaneously consecrated the soldiers’ sacrifice, purified the country’s mythos, and fostered hope and unity among the American people. Timeless and enduring, the Gettysburg Address provides both retrospective and prospective frames through which to view America’s past, present, and future. What cultural or societal patterns were transmitted between the North and South as a result of the events in Gettysburg, PA in 1863? In what ways did this three-day battle (July 1-3, 1863) provide the blueprint for modern warfare? What were the impacts of the decisions—military, political, and governmental—made in Gettysburg, and how did they spread across the country? In surveying one crucial moment within American history, we seek to capture the nation’s atmosphere during the Civil War, analyze the changing meaning of the speech over time, and recognize the remarkable ways in which it has been garbled, misquoted, and woefully and willfully misunderstood.

LEARNING OBJECTIVES
After completing this course, a successful student will be able to:

• Develop the critical thinking skills for (1) reading, analyzing, and interpreting readings and (2) articulating and defending one’s positions in writing, class discussions, and presentations.
• Participate in class discussions while respecting the views of others.
• Relate the seminar topic to the AUCC categories in Arts/Humanities, Social/Behavioral Sciences, Historical Perspectives, and Global & Cultural Awareness.
• Have a greater appreciation of diversity and conflict in the seminar topic.
• Discuss societal beliefs about the Gettysburg, people, battles, and the Address.
• Describe the ways in which time, place, culture, and identity affect government decisions.
• Recognize global issues related to Lincoln’s Gettysburg Address.
• Identify perspectives about war, and how those are shaped by identity, context, and history.
• Critique current and historical research on activities relating to the Gettysburg Address.
• Discuss cross-cultural views between North and South.
• To continue academic success & build from HONR 192 training and experience.
• To continue connections with fellow students and the University Honors Program staff.
• To enhance academic and intellectual learning.
• To engage in rigorous literate activities—namely—written and oral communication.
• To develop students' interpersonal, organizational, and leadership skills through group interaction and open communication.

REQUIRED TEXTS

CANVAS PLATFORM
Class materials, homework assignments, discussion assignments, oral presentation, research paper, grades, and other information critical to your success in this course are located on Canvas. You can access Canvas for this course at: http://info.canvas.colostate.edu/login.aspx.

PROPOSED SCHEDULE: TOPICS, READINGS, AND OTHER ACTIVITIES

Week #1  Introductions & Explanations & Questions
          Determine dates for presentations
Week #2  Chapter 1 “After Battle” (Reflection #1 due)
Full Sentence Outlines discussed
Chapter 2 “Rebirth” (Reflection #2 due)

**Week #3**
Chapter 3 “Lincoln Comes to Gettysburg” (Reflection #3 due)
Presentations discussed; Chapter 4 “Carousing Crowds” (Reflection #4 due)
**PICC self-evaluation completed by today**

Week #4
Chapter 5 “The Gettysburg Gospel” (Reflection #5 due)
Argumentative Papers (counter-arguments) discussed
Chapter 6 “Echoes” (Reflection #6 due)

Week #5
Full Sentence Outlines discussed
Chapter 8 “Coda” (Reflection #8 due)

Week #6
Appendix A. “The Program at Soldier’s National Cemetery.” (Reflection #9 due)
Presentations discussed
Appendix B. “A Beautiful Hand.” (Reflection #10 due)

Week #7
Appendix C. “Parsing Lincoln.” (Reflection #11 due)
Argumentative Papers (format, citations, sources)
Appendix D. “Dollar Signs.” (Reflection #12 due)

Week #8
“Notes.” (Reflection #13 due)
“A Bibliographical Note: Dwarfs and Giants.” (Reflection #14 due)
Bring Argumentative Paper working drafts to class for workshop

Week #9
“Acknowledgements.” (Reflection #15 due)
Confirm Presentation topics; class discussion re: mechanics and structural requirements; source listings; OWL Perdue samples
Discuss Presentations/FSO as a class

Week #10
“My Favorite Gettysburg Gospel Discussion.” (Reflection #16 due)
Argumentative Paper Version #1 due; peer review at class

Week #11
Presentations; class discussion re: counter-arguments
Presentations; class discussion re: primary v. secondary sources
Presentations; class discussion re: citations

Week #12
Presentations
Presentations
Presentations

Week #13
Presentations; (if needed)
Peer reviews re: Paper drafts

Week #14
Continue above discussion re: Version #1
Workshop Papers (Version #2); bring both versions to class
Workshop Papers (Version #2); bring both versions to class

Week #15
Guest Speaker
Film (Part I)
Film (Conclusion)

**ASSIGNMENTS**

**Class Participation**
Attendance is mandatory. Any absences must have prior approval by the instructor; unexcused absences receive 0 points for that time period. Participation is graded according to the criteria in the Participation Rubric (appended) over seven 2-week intervals (Weeks 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, and 13-14).
Honors competencies self-assessment. Honors seminars are intended to assist student competencies in critical thinking; creativity and problem solving; interdisciplinary learning integrated with global &/or cultural viewpoints and professionalism, interpersonal skills, & emotional intelligence. The assignment is due at the end of Week 4. Students must include comments for all four categories for full credit.

This assignment addresses the University Honors Program competencies of critical thinking and professionalism, interpersonal skills, & emotional intelligence.

Discussion assignments
Students are divided into smaller discussion groups by Canvas. Each student submits a post on the Discussion board based on the prompt and responds to a posting from one other student in the discussion group.

This assignment addresses the UHP competencies of critical thinking; creativity and problem solving; and professionalism, interpersonal skills, & emotional intelligence.

Oral Presentation

- Students deliver an extemporaneous persuasive speech 7-8 minutes in length. The purpose of the speech is to persuade, not inform. Speeches must flow logically and be evidence-driven. A full sentence outline with complete bibliography is required.
  - Instructions and examples on Canvas. All topics must receive instructor’s approval. No duplicate topics--first-come, first-served.
- You are required to read relevant information in Speaker’s Handbook:
- Full Sentence Outlines are due to me, before you begin your speech. This will be evaluated.
- 6 sources in Full Sentence Outline. May be primary and/or secondary.
- Bibliography of sources consulted required with above Full Sentence Outline.
- A sample is posted on Canvas; it is imperfect and meant to serve as a guideline.
- Full Sentence Outline Source and Citation Information: Students must informally introduce all research sources they employ in the body of their FSO, but it should not be a complete bibliographical citation—just acknowledge, in brief, the source of the information. All FSO’s will include a bibliography with academic citations. Full Sentence Outlines must have 6. Peer Evaluation. Each student is evaluated via an open class forum. You are to complete the grading rubric provided by the due date. The scores from the peer reviews will be included in the oral presentation grade.

Students should make it known in the body of their Outline the sources for their research. Students need to reference sources in the body of the speech, but not in a standard bibliographical citation. In other words, allude to all sources in the body of your speech, but these citations will not be full bibliographical citations. Students will submit a sound scholarly bibliography with the FSO. 7-8 minutes for delivery plus 3-4 minutes for Q & A. Time will be monitored, if necessary. Research a narrow topic of significance to you from the course content, and tell/teach us about it. Be sure to keep your subject narrow, and your remarks focused. An interest that overlaps your prospective career is especially encouraged. Dress appropriately. Visual aid required—any medium is fine. If you’re using technology, be certain that your equipment is compatible with our room’s set up.

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Extemporaneous Speech &amp; Full Sentence Outline</th>
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<tbody>
<tr>
<td>• 1. Sources</td>
<td>/20</td>
</tr>
<tr>
<td>• Did you consult academic data?</td>
<td></td>
</tr>
</tbody>
</table>
- Did you include a variety of sources?
- Did you *properly* mention each source in body of full sentence outline?
- Is your bibliography properly presented?

**2. Information (evidence) /20**
- Have you included many pieces of actual, factual information?
- Have you included several proper nouns?
- Is your research well-represented in the full sentence outline?
- Is your information organized and clear?

**3. Delivery /10**
- Did you avoid direct reading?
- Did you refrain from profanity and/or slang?
- Did you avoid the word ‘like’?
- Did you make eye contact?
- Did you deliver slowly, clearly, and loudly enough?

**4. Questions & Responses /10**
- Did you try your best to answer questions?
- Did you admit to not knowing when you did not know?
- Were you courteous to all questioners?

**5. Topic Choice /05**
- Was your final narrow topic approved?

**6. Attire & Decorum /05**
- Did you avoid being too casual in delivery?
- Is your attire appropriate?

**7. Visual Component /10**
- Does your visual enhance your presentation?
- Is it creative/original/edgy/unique?
- Did your technology work properly?
- Is your font/type size large enough?

**8. Mechanics /20**
- Did you carefully proof?
- Did you use *only* pencil to print your name *only* on the first page?
- Did you adhere to traditional *Full Sentence Outline* structure?
- Did you make needed corrections prior to printing?
- Is the ink fully legible?
- Have you stapled all pages together & omitted paper clips/folders?
- Are margins and spacing correct?
- Is your font size academic and consistent throughout?
- Have you excluded underlining and/or bold?
- Did you employ *only* black ink and Times New Roman font?
- Total Score /100

*This assignment addresses the University Honors Program competencies of critical thinking; interdisciplinary learning integrated with global &/or cultural viewpoints; and professionalism, interpersonal skills, & emotional intelligence.*

**Writing Assignments**

Students prepare a one-page summary based on the content and materials.

Each Reflection will address some combination from the below 3 categories:
“What I learned from this chapter--what I previously had no or little knowledge regarding, but learned much about.”
“Why this information impacted me.”
“What I will never forget from this chapter.”

- No citations, no thesis, no introductory or concluding paragraphs.
- Reflections are due on many Mondays and Fridays--only at class--printed. If you have an unexcused absence when a Reflection is due, you will lose Reflection points, but you will not lose attendance points. Consult the Weekly Schedule toward the end of this Syllabus. Sometimes, there is a Reflection due on a Wednesday.
- Excused absences will allow you to submit late Reflections.
- Reflection information will be incorporated in class discussions.
- You are writing in first person narrative, as these are your own observations.
- Refrain from direct quotations in your Reflections; paraphrase, no direct citations.
- Adhere to all proper collegiate mechanics.
- Due at class, printed, starting with Week #2 of the semester.

*This assignment addresses the University Honors Program competencies of critical thinking; creativity and problem solving; and interdisciplinary learning integrated with global &/or cultural viewpoints.*

**Analytical Research Paper**

- Research paper on a topic that analyzes, interprets, and evaluates an aspect of the course content. The topic may be based on the oral presentation, or it may be on a different topic. A proposal for the paper is due at the end of Week 7—we will discuss in class.
- **MLA format.**
- The basic structure that you will be expected to adhere to is this: present a position that you feel is well supported and using sources you should show why this position is strong. It is important to realize going in that your objective is to demonstrate the strength of a perspective, not persuade the reader to adopt that perspective.
- Persuasion infers an intangible goal of influencing the opinions of a variety of potential readers, and does not have to reflect good argumentation or research, as many political commentators demonstrate daily. A good argumentative paper provides the reasoning and facts behind supporting a position without pushing the reader to that viewpoint (though a logical position should be attractive to open-minded readers).
- Your paper should spend time establishing exactly what the scope of your argument is, what the topic is and how it applies to the world—this is where it is important to have completed research. Without a cogent thesis, your paper is lost.
- Sound argumentative papers stay focused on the topic. In delineating your argument for the paper, it’s good to cite experts from your research that support your assertions. Once you’ve laid out your argument's borders and strengths, then present one tangible objection to your position. This is a real objection insofar as it’s not easily dismissed.
- After you have established resistance to your argument, you can show why your assertions defeat or sidestep the objections (if they do). You should clearly and concisely offer rebuttal to these objections while remaining assertive, instead of persuasive, in tone. This should lead you naturally to the conclusion of your paper, showing how your thesis has been successfully established and defended throughout the work.
- Your conclusion shows why your assertions are logically superior to alternative positions.
- Sources—4 primary, 4 secondary; must be cited in the body of your paper.
- Point deductions double for FSO ‘repeat offensives.’
- Due date: TBA

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Argumentative Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Mechanics-- point deductions double for FSO ‘repeat offensives’ /20</td>
<td>Adhere to all current MLA writing guidelines and proofread.</td>
</tr>
<tr>
<td>3. Sources /20</td>
<td>Demonstrate throughout the paper that you have consulted and included the requisite number of both primary and secondary sources. Proper citations are a must.</td>
</tr>
<tr>
<td>4. Evidence /20</td>
<td>Evidence = facts that you have found while researching your topic. Proper nouns, statistics, and anything considered quantifiable is considered evidence.</td>
</tr>
<tr>
<td>5. Counter-argument /10</td>
<td>A sound, supported counter-argument distinguishes an outstanding paper from a good one. Be sure to fully explain why the counter-argument is ultimately invalid. Include at least one source.</td>
</tr>
<tr>
<td>6. Overall Presentation /10</td>
<td>For example: solely in black ink, no underlining, uniform academic-sized font throughout.</td>
</tr>
</tbody>
</table>

Total Score /100

This assignment addresses the University Honors Program competencies of critical thinking and interdisciplinary learning integrated with global &/or cultural viewpoints.

NB: a one-time only--per student--extra credit opportunity may be offered. It will have low point value (10 at most); do not rely on this to save you.

The assignments that are used to evaluate student learning:

1. Discussion question assignments (15% of grade). Weekly one-page writing assignment on readings (10 total).
2. Two writing projects (25% of grade). Writing assignments (5-10 pages each) can be in the form of a traditional academic essay, personal essay, creative nonfiction, fiction, poetry, or art/design project with narrative.
3. Formal persuasive speech (20% of grade). A 7 to 8-minute extemporaneous informative speech to the class related to content.
4. Final argumentative paper (25% of grade).
5. Participation (15% of grade). This includes the PICC self-assessment.

<table>
<thead>
<tr>
<th>Seminar Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation/Preparedness/Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Writing projects</td>
<td>25%</td>
</tr>
<tr>
<td>Final argumentative paper</td>
<td>25%</td>
</tr>
<tr>
<td>Formal speech with FSO</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grade distribution (plus/minus grades may be used):
90-100% A
Incomplete

The grade of “I” is a temporary grade awarded to indicate that for reasons beyond the student’s control or that the student could not have reasonably have anticipated, he/she could not complete the requirements for the course. When an instructor assigns an “I,” he/she shall specify in writing the requirements the student shall fulfill to complete the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an “incomplete” will automatically change to an “F” grade unless the course has been completed and the grade change submitted. The student must be in good academic standing in the class in order to receive an incomplete. (CSU Faculty Council policy)

Late Assignments Policy

All assignments are due in class on the date due. Late assignments are not accepted unless there are documented extenuating circumstances or other situations where arrangements have been made in advance.

Resources

The CSU Writing Center is an excellent resource to support the development of your writing skills throughout your college career. While students are not required to access services, you are strongly encouraged to seek consultation on your writing projects required for this course. In addition to contact information, there are useful resources available on their website: http://writing.colostate.edu/.

The Morgan Library reference librarians can direct you to books and articles for the research paper and the oral presentation. Contact Rob Sica, Social Sciences and Humanities Liaison, Morgan Library 154, rob.sica@colostate.edu, 970.491.1047.

Attendance Policy

If you are ill or unable to attend class, you must contact the instructor in advance. It is your responsibility to contact a classmate to get information discussed in class. It is good practice to always have the phone number and email address of at least two students in your class. You can request this information from classmates and write it below. Each unapproved absence will result in a 5-point deduction from your total class points, via “Reflections” grading category in Canvas.

- If you elect to be absent, your absence cannot be ‘excused.’
- Vacations—of any type—are never excused.
- CSU-sponsored/related activities are excused. CSU staff will provide documentation for university-sanctioned events.
- Leaving early and/or arriving late, as well as unacceptable classroom decorum, may result in deducted ‘Attendance’ points.

Accommodations for disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Office of Resources for Disabled Students (ORDS). You may call for an appointment at: 491-6385 or visit 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs.
Academic and Professional Honesty Policy

This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog {Page 7} and the Student Conduct Code. Honors students enrolled in this course are held to high standards of integrity. Academic integrity is expected within all assignments for this course. Students make an honor pledge to complete this course. The honors pledge will be completed as a class, at class. For more information about academic integrity, please visit: http://learning.colostate.edu/integrity/.

It is expected that students will use their own knowledge and skill for assignments unless directed to do otherwise. Incidents of cheating, plagiarism or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments, an ‘F’ grade, or reporting to the CSU Student Conduct office. It is expected that students will demonstrate concern for others, respect the confidentiality of information about, the property of and decisions made by others.

Reporting student disclosures of interpersonal violence

CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees” (https://oeo.colostate.edu/title-ix-sexual-assault-sexual-violence-sexual-harassment/). This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

- Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:
  - Emergency Response 911
  - Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
  - Colorado State University Police Department (non-emergency) (970) 491-6425

Competencies for Honors Students Exercise (“PICC” feedback)

The CSU University Honors Program has identified four general competencies that should be incorporated in each Honors seminar. These skills include (1) Professionalism, interpersonal skills, and emotional intelligence; (2) Interdisciplinary learning integrated with global and/or cultural viewpoints; (3) Critical thinking; and (4) Creativity and problem solving. This is a two-stage process. First, students complete a self-evaluation of these skills at the beginning of the semester. Second, at the end of the semester instructors will provide feedback for each student, based on assignments and activities. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their
academic career. The feedback categories and activities/assignments used to evaluate students are listed below and noted in the assignment descriptions.

<table>
<thead>
<tr>
<th>Skill Category (PICC)</th>
<th>Relevant Course Activities &amp; Assignments</th>
</tr>
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| **1. Professionalism, interpersonal skills, & emotional intelligence:** Acts ethically & positively to foster a supportive instructional or work environment. Has the emotional intelligence (ability to perceive, evaluate, & manage emotions) & interpersonal skills to work effectively with others. | • Class participation & conduct  
• Discussion question assignments  
• Formal speech  
• Peer Review |
| **2. Interdisciplinary learning integrated with global &/or cultural viewpoints:** Integrates diverse knowledge, perspectives, &/or skills into arguments &/or strategies; is aware of and can clearly incorporate global &/or cultural perspectives to an argument or issue. | • Class discussions  
• Discussion question assignments  
• Writing projects  
• Final research paper  
• Formal speech |
| **3. Critical thinking:** Student advances a position with specific theses or hypotheses & can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates & develops claims with sufficient support, including reasoning, evidence, & persuasive appeals, & proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments. | • Class discussions  
• Discussion question assignments  
• Writing projects  
• Final research paper  
• Formal speech  
• Peer Review |
| **4. Creativity & problem solving:** Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy | • Class discussions  
• Discussion question assignments  
• Writing projects  
• Final research paper  
• Formal speech |

Instructions for completing the student self-evaluation using online PICC form:
1. Click this link, or go to honors.colostate.edu/picc in your web browser.
2. Log in with your eName and password.
3. Click on the blue “Create New” button at the top of the page to bring up the PICC Entry Form.
4. At the top of this new page is a link to the full PICC rubric, which you should review before completing the form.
5. The Assessment Type, Student, and Semester fields should be filled in for you.
6. Choose your instructor from the drop down menu.
7. Choose the course for which you are filling out this evaluation from the drop down menu.
8. Choose the level (B, D, P, and M, for basic, developing, proficient, and mature, respectively) for each of the four skill categories. Note that comments justifying why you chose this level are required.
9. If you have any general comments, add them to the general comments field. This field is optional.
10. Once you have checked to ensure the form is correct, click the ‘Submit’ button.

If you have any questions or technical problems, email Honors Tech Support at honorstechsupport@colostate.edu