



## FALL 2026 REGISTRATION GUIDE

*INCOMING FIRST-YEAR STUDENT EDITION*

Updated April 20, 2026

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# REGISTERING FOR COURSES

The Honors Program provides a range of options for you to satisfy Honors and General Education requirements while also satisfying requirements in various majors or minors. The following overview will explain the various Honors requirements and how you should take them into account in registering for Fall 2026.

## Foundational Experiences

All first-year students at RWU complete a first-year seminar. You will complete yours in a section of HONR.110: Honors First-Year Seminar. We currently have two options for Fall 2026 (though we may need to add one more): “Kids These Days” and “Pop, Icons, and Masterpieces.” Successfully completing one of these satisfies one of your Honors Foundational Experience requirements.

To satisfy the second Honors Foundational Experience Requirement, all Honors students also take at least one Honors course that overlaps with either the DEI, Global Perspectives, or Social Inquiry and the Humanities General Education Domains. You may have transfer equivalencies for one or more of these, but hopefully not all. Regardless, we require students to complete an Honors course in one of these domains to help them develop the cultural competencies they’ll need to complete their Community Engagement Culminating Experience Requirement. Because students don’t complete this requirement until they achieve junior standing, most students have several semesters to complete their second Foundational Experience Requirement.

In Fall 2026, we’re offering two courses that satisfy this requirement: COMM.100.HON01: Honors Intro to Communication Studies and MYTH.100.HON01: Honors Intro to Myth and Folklore.

## Elective Experiences

Any Honors course not already fulfilling a Foundational or Culminating Experience Requirement can count towards the 9-credit Elective Experiences Requirement. In Fall 2026, we’re offering a number of options that also overlap with General Education Requirements:

- HONR.120: The Contemporary Creative (Satisfies the Creativity and the Arts Gen Ed Req)
- PSYCH.100.HON01: Honors Intro to Psychology (Satisfies Systems Thinking and the Sciences Gen Ed Req)
- WTNG.102.HON01 and 02: Writing for Peace (Satisfies First-Year Gen Ed Writing Req)

Students can also earn Honors Elective credits in COMM.210.HON01: Honors Intro to Public Speaking, which satisfies a requirement in certain majors.

## Contract Courses

Contact courses are standard courses that students can elect to complete for Honors credit by earning at least a B and completing optional Honors Requirements. While you cannot fulfill your second Honors Foundational Experience Requirement by taking an Honors Contract Course, you can count up to three Honors Contract Courses towards your Elective and Culminating Experience Requirements. Honors Contract Courses are generally not first-year courses, and first-year students are generally discouraged from registering for them. However, if you are entering the university with a significant number of transfer credits and/or plan to complete your undergraduate degree requirements early, you may consider taking an Honors Contract Course in your first year. Please keep in mind that you do not register for the “Honors” section of an Honors Contract Course but are placed into it after earning a B and successfully completing the Honors Requirements.

In Fall 2026, we’re offering the following options:

- CULST.370.02: Topics in Race, Gender, and Sexuality in America – Finding Ourselves (Counts as an Honors Elective and Satisfies the Social Inquiry and Humanities and DEI Gen Ed Reqs)
- WTNG.235.01 and 02: Technical Writing (Counts as an Honors Elective and Satisfies the Second-Year Gen Ed Writing Req)

- WTNG.245.01 and 02: Writing about Health (Counts as an Honors Elective and Satisfies the Second-Year Gen Ed Writing Req)

## Searching for Courses

You can now find all Honors courses offered during a given semester by going to “Course Catalog” in Roger Central, selecting the relevant term, and selecting “Honors” in the “Course Type” menu at the bottom of the screen.

Please note that some sections are cross-listed, meaning they’re one course with two different names, and usually students can only register for one of the cross-listed sections. The one you can’t register should include a note telling you it’s cross-listed with another section and to register for that instead.

## Questions?

Don’t hesitate to reach out to the Honors Program Director, Dr. Hendrickson, at [bhendrickson@rwu.edu](mailto:bhendrickson@rwu.edu).

# 2026-2027 CATALOG DESCRIPTION

The program requirements and policies laid out in the year you join an academic program dictate what your next several years in that program will look like. Your catalog year has yet to be published online, so included below is an excerpt detailing your curricular pathway through the Honors Program.

## Pathway One: Comprehensive Honors Program Graduate (21 Credits)

Pathway One is for students joining the Honors Program at or near the start of their first year and who desire a robust, integrated Honors learning experience across and beyond their general education coursework.

### Foundational Experiences (6 credits)

Cannot be fulfilled by Honors Contract Courses.

#### ***Honors First-Year Seminar (3 credits)***

Note: Students admitted to the Honors Program after their first semester at RWU and who wish to pursue Pathway One may substitute a different Honors course for HONR 110.

- HONR 110 Honors First Year Seminar (3)

#### ***Any Honors Global Perspectives, Social Inquiry and the Humanities, or DEI Course (3 credits)***

Choose One:

- HONR 130 Honors Global Perspectives: Variable Topics (3)
- HONR 130D Honors DEI Global Perspectives: Variable Topics (3)
- HONR 150 Honors Humanities and Social Inquiry: Variable Topics (3)
- HONR 150D Honors DEI Humanities and Social Inquiry: Variable Topics (3)

**OR**

Any 3-credit Honors Global Perspectives, Social Inquiry and Humanities, or DEI course denoted by an HON section number. (3)

### Elective Experiences (at least 9 credits)

Choose At Least Three From:

- HONR 120 Honors Creativity and the Arts: Variable Topics (3)
- HONR 130 Honors Global Perspectives: Variable Topics (3)
- HONR 130D Honors DEI Global Perspectives: Variable Topics (3)
- HONR 140 Honors Systems Thinking and the Sciences: Variable Topics (3)
- HONR 150 Honors Humanities and Social Inquiry: Variable Topics (3)
- HONR 150D Honors DEI Humanities and Social Inquiry: Variable Topics (3)

**OR**

Any courses with HONR course prefix or HON section number not previously taken. Variable topics courses may be repeated to count as electives if the topic varies.

### Culminating Experiences

Prerequisites: Junior Standing, Foundational Experiences Successfully Completed

#### ***Community Engagement***

Choose One:

- HONR 300 Community Engagement Seminar (0-3)

**OR**

Any Honors Community Engagement course denoted by an HON section number. (0-3)

**OR**

- HONR 375 Independent Community Engagement Project (0-3)

**OR**

Petition for a non-Honors course or non-credit-bearing experience to fulfill the Honors Community Engagement requirement. (0-3)

### **Scholarly Inquiry**

#### **Choose One:**

Any Honors Scholarly Inquiry course denoted by an HON section number. (0-3)

**OR**

- HONR 410 Honors Independent Study (1)

**OR**

Petition to have a non-Honors course or non-credit-bearing experience to fulfill the Honors Scholarly Inquiry requirement. (0-3)

### **ePortfolio**

Throughout their time in the Honors Program, students maintain an ePortfolio in which they reflect upon their learning in Honors courses and co- and extracurricular leadership and involvement in relation to the Honors learning outcomes. To demonstrate successful completion of the Honors Program, students register for HONR.PTFL and complete and present their ePortfolios during or after the semester when they complete their Culminating Experiences. HONR.PTFL is a 0-credit, pass/no pass course. Passing HONR.PTFL indicates successful completion of all Honors Program requirements.

- HONR PTFL Honors ePortfolio Completion

## Honors Contract Courses

Students pursuing Pathway One may complete up to 3 Honors Contract Courses (9 credits) to fulfill Elective and Culminating Experience Course Requirements. Honors Contract Courses may not fulfill the Foundational Experience Course Requirement except under exceptional, exigent circumstances, and petitions are subject to Honors Advisory Council review and Honors Director approval.

## Academic Standards and Appeals

To be in good standing, Honors students:

- Achieve a cumulative 3.3 GPA.
- Model university standards for academic integrity and student conduct.
- Maintain sufficient progress toward completing the Honors Curriculum, including updating their ePortfolios each academic year.
- Demonstrate engagement by:
  - Pursuing leadership and engagement in and beyond the curriculum.
  - Annually attending Honors co- or extracurricular events, including Honors Capstone and ePortfolio Presentations.

The Honors Program Director, working with the Honors Academic Standards and Policies Committee, reviews students' academic progress and compliance with these academic standards each semester. Students not in good standing are notified and may be required to meet with the Honors Director to develop a plan for achieving good standing. Students not in good standing may be dismissed from the Honors Program if after a year they have not achieved or demonstrated significant progress toward achieving good standing, or if at any point their performance renders them highly unlikely or incapable of achieving good standing prior to completing the program.

Students may appeal for exemptions or substitutions of Honors Program academic standards and curriculum requirements through the Honors Academic Standards and Policies Committee.

# FALL 2026 COURSES: FOUNDATIONAL EXPERIENCES

## HONR.110: Honors First-Year Seminars

### *Theme: Kids These Days*

HONR.110.01 – M/W/F 12:00 PM - 12:50 PM | HONR.110.02 – M/W/F 1:00 PM - 1:50 PM

In this section of Honors 110, we will consider the question: What does it mean to be a child? In different times and in different contexts, children have been viewed as precious gifts to be cherished, problems in need of strict control, and everything in between. In this course, we will explore how both the experiences of children and the attitudes toward children in the United States vary according to race, gender, economic background, and historical era. “The true measure of any society can be found in how it treats its most vulnerable members.” This quote, attributed to Mahatma Gandhi, will help guide the direction for our class - we will focus on children because they are perhaps society’s most vulnerable members. This course will be an important part of your entry into the Honors community at RWU. Together we will explore interesting topics that spark your curiosity and inspire new questions. We will practice habits of mind such as critical analysis and information literacy that will serve you well in this course, throughout your years in college, and as lifelong learners.



### About the Professor

Professor Turner earned her Ph.D. in Psychology from the Pennsylvania State University with a concentration in Developmental Psychology. Through her scholarship and teaching, Professor Turner continually explores how research on child development can positively impact children’s lives. She is an enthusiastic practitioner of the *Reacting to the Past* pedagogy and is currently developing a game that explores how the debate around child labor in the early 20<sup>th</sup> century formed our views of childhood today. She was recently honored by the Student Senate with a teaching award in Fall 2024.

### *Theme: Pop, Icons, and Masterpieces - The Role of Art(ists) in Society*

HONR.110.03 - Tu/Th 8:00 AM - 9:20 AM | HONR.110.04 – Tu/Th 9:30 AM - 10:50 AM

This course will examine why some works of art have become popular, why some artists have become icons, why we consider some artworks to be masterpieces, and the power of art to influence humanity. Students will investigate visual, literary, and performing arts from around the world and throughout history to form original insights as to how works of art reflect the culture and society of the time and place created? Further, the course will explore the role of art in our current socio-cultural environment to examine how artistic expression reflects, and affects, attitudes and beliefs.



### About the Professor

Robin Stone is a Professor of Theatre. He received his Bachelor of Theatre from Willamette University, his Master of Fine Arts from Minnesota State University, and his Ph.D. from The University of Missouri. He has acted, directed, and designed in theatres all around the country.

## MYTH.100.HON01: Honors Introduction to Myth and Folklore

Tu/Th 9:30 AM - 10:50 AM

*Cross-listed with HONR.130.01: Honors Global Perspectives*

*All students should register for MYTH.100.HON01*

Folkloristics, the study of Folklore, is the study of human expressive culture, and includes myths, legends, folk- and fairy-tales, jokes, proverbs, material culture, etc. This introductory course develops a cross-cultural perspective on myths, mythologies and folklore from around the world. Explores different methods/approaches to and theories of the cultural meanings and functions of myth, past and present. Introduces various ways of interpreting and experiencing myth and folklore as texts with oral origins.



### About the Professor

Sargon Donabed is a professor of Assyrian Studies, Myth and Folklore, Religious Studies and Animal Studies. He is interested in cultural heritage as well as mythology, folklore, and wisdom literature of the ancient, medieval, and modern world.

## COMM.100.HON01: Honors Introduction to Communication Studies

M/Th 2:00 PM - 3:20 PM

*Cross-listed with HONR.150.01: Honors Social Inquiry and the Humanities*

*All students should register for COMM.100.HON01*

This course provides an overview of human communication practices using the lens of social justice and public advocacy. The aim of the course is to introduce students to the multiple social and cultural contexts that influence human communication, the symbiotic relationship between power and communication practices, and the ways in which communication can be used for social change. Throughout the semester, students are exposed to the breadth of scholarship in the discipline of communication and the practical ways that communication theories may be applied to their everyday lives. The Honors section will have an emphasis on group and individual research projects.



### About the Professor

Dr. Gentles-Peart is a Professor of Communication Studies. She teaches courses that equip students to re-imagine social interactions in more equitable ways. Her desire is to have students develop the capacity to disrupt conventional power structures. Her research focuses on Afro-Caribbean feminisms, racialized body politics, and embodied decolonization practices. <https://www.kamillegentlespeart.com/>

## FALL 2026 COURSES: ELECTIVE EXPERIENCES

### HONR.120.01: Honors Creativity and the Arts

*Theme: The Contemporary Creative*

W 2:00 PM - 5:50 PM

*To be cross-listed with a new Visual Arts course: VARTS.180.HON01*

*All students should register for HONR.120.01*

In this course, students will be working to better understand the creative process by engaging directly in the current conversations in contemporary art, including identity, place, social issues, politics, protest and more. Part seminar, part studio, students will visit exhibitions in museums and galleries, meet curators, artists or critics and read articles or texts to gain an understanding of some of the themes present in contemporary art. Students will examine the role that contemporary art plays in addressing these issues and the ways that artists may respond through their work. As students work through conversation and writing to make sense of these issues, they will be asked at the same time to consider how they might respond in their own visual work. They will be asked to embody, through the process of making, their own contributions to this conversation.

**Materials and Costs:** *Required materials include a sketch book, drawing pencil set, and sketching pens at a cost of approximately \$35. Recommended materials include a colored pencil or marker set at a cost of approximately \$25. Additional materials will depend on the student's individual work. Some materials will be provided.*



#### About the Professor

Michael Rich is an artist and professor whose abstract paintings draw on the landscapes of New England, France, and Italy. Working intuitively, he explores color, memory, and place. Educated at RISD, and SCAD, he exhibits internationally, with work in major public and private collections.

### PSYCH.100.01: Honors Introduction to Psychology

Tu/Th 12:30 PM - 1:50 PM

*Cross-listed with HONR.140.01: Honors Systems Thinking and the Sciences*

*All students should register for PSYCH.100.HON01*

This course is designed to give you an introduction to and broad overview of the field of psychology. We will survey the history, major concepts, theories, methodologies, and empirical findings of a wide range of psychological domains, including but not limited to neuroscience and biology, consciousness, learning and memory, motivation and emotion, personality, psychological disorders, and social psychology. Through the study of these topics, you will gain a better understanding of human behavior and the implications of psychology in our everyday lives. This class is meant to provide a foundation upon which to take more advanced classes in psychology (if you wish) and to develop more advanced critical thinking skills in evaluating and understanding human behavior. In this honors section of PSYCH 100, you will also complete a survey research study and written assignments meant to improve critical thinking, research, and writing skills, as well as lead class discussions on relevant topics of interest.



#### About the Professor

Dr. Tooley's research and teaching interests focus on the biopsychosocial factors that influence health. Specifically, her work has focused on how romantic relationships influence health behavior, especially cigarette smoking. Dr. Tooley's other work has focused on the use of Motivational Interviewing to impact health behavior, including smoking and dental health behaviors. She has led training in Motivational Interviewing for nurses, graduate students, dental health professionals, and other medical and psychological health professionals. Dr. Tooley is a licensed clinical psychologist in the state of Rhode Island.

## COMM.210.HON01: Honors Intro to Public Speaking

Tu/Th 11:00 AM - 12:20 PM

This is a course in public speaking which is designed to increase your competence and confidence in creating, organizing and delivering ethical, effective, informative and persuasive speeches. The primary goal of this course is to help you develop your skills in the artful, well-reasoned, ethical, and persuasive use of language and argument in public settings. Because you are as much (if not more so) consumers of rhetoric as you are producers of rhetoric, we will concentrate on both rhetorical composition and critical listening and analysis. In other words, you will be devoting your time in this class to creating and delivering effective speeches as well as critically analyzing arguments, reasoning, organization, language and delivery choices of other public speakers. As an honors course, your scholarship and presentations will be located in research-based, community-situated, informative and persuasive speech topics. Assignments will support the Honors Program's learning outcomes by scaffolding the rigor of your assignments so that by the end of the semester you will be identifying and addressing important matters of public significance and arguing for data-supported solutions.



### About the Professor

Dr. Robert Cole is a Professor in the Department of Media + Design + Communication and a member of the Honors Advisory Council. His areas of expertise including the philosophy and phenomenology of communication, social movements, food and drink studies, peace studies, and faculty-led study abroad.

## WTNG.102.HON01 & HON02: Honors How Writing Works

### *Theme: Writing for Peace*

WTNG.102.HON01 – M/W/F 10:00 AM - 10:50 AM | WTNG.102.HON02 – M/W/F 11:00 AM - 11:50 AM  
*WTNG.102.HON02 will be offered pending student need and availability*

In this Honors section of How Writing Works, you will develop a conceptual map of how writing and peacebuilding work by analyzing how Nobel Peace Prize Laureates employ rhetorical strategies in their lectures, acceptance speeches, and activism, and how activists employ discourse community knowledge toward peacebuilding at the local level. You will also work in teams to propose prospective Peace Prize nominees to faculty members who can submit nominations on your behalf. Across each of these assignments, you will reflect on your own writing process as you conduct research, give and receive feedback, and develop and revise your writing across multiple drafts, culminating in an outcomes-based portfolio of your work that reflects on how writing works, what it means to be an Honors student what it means to write for peace.



### About the Professor

Dr. Brian Hendrickson is an Associate Professor of Writing Studies, Rhetoric, and Composition, and the Faculty Director of the RWU Honors Program. His scholarship and teaching focus on cultivating intercultural competence and rhetorical awareness, often in community-engaged learning situations.

## FALL 2026 COURSES: CONTRACT COURSES

### CULST.370.02: Topics in Race, Gender, and Sexuality in America

#### *Theme: Finding Ourselves*

Tu/Th 12:30 PM - 1:50 PM

*Satisfies Gen Ed Social Inquiry and Humanities and DEI Domains*

*Honors Contract Course: Counts toward Group B3 Requirement*

This course examines narratives of self-discovery in contemporary literature and media. While the theme of self-knowledge is a constant in cultures from all over the world, going back centuries, today we mainly think of finding our “true” selves as a process of coming to terms with “who we are” as gendered and sexual beings. “Coming out” names a social process of shifting what others know about us, but this course focuses on *how we come to know ourselves* as a literary and cultural phenomenon. From *Glee* to *Genderqueer* via *But I’m a Cheerleader!*, *Call Me by Your Name*, and—yes—*Heated Rivalry*, we will interrogate the ways available to us for telling the story of who we are.

No prerequisites. Counts as elective for the English Literary Studies major and minor, meets requirements for Cultural Studies minor, and counts toward Social Inquiry and Humanities GE requirement, and the Diversity, Equity, and Inclusion GE requirements.



#### About the Professor

Dr. Jason Jacobs is Associate Professor of Literature and Chair of English Literature and Cultural Studies, where he teaches courses in British and European Literature, literary criticism and theory, and Gender & Sexuality Studies. Dr. Jacobs teaches courses in pre- and early-modern British and European Literature and contemporary literature and culture as well as ENG 220: Reading Like a Pro: Theory and Criticism. A founding member of the Gender & Sexuality Studies faculty, he has taught introductory and capstone GSS courses, and as a long-standing contributor to the University General Education curriculum teaches Senior Seminar courses such as Sexual Identities and What Does Paris Mean?

### WTNG.235: Technical Writing with Dr. Topf

WTNG.235.01 – Tu/Th 12:30 PM - 1:50 PM | WTNG.235.02 – M/Th 2:00 PM - 3:20 PM

*Satisfies second gen ed writing requirement*

Technical writing is everywhere. While it certainly is an important tool in fields like engineering, it is also vital to a wide range of fields and jobs—from education to healthcare and even cooking. In this course, students will examine how to use technical writing to help audiences solve problems. It highlights effective technical writing through case studies focused on addressing real problems, such as RWU's advising system, Bristol's bike path, and Rhode Island's Washington Bridge breakdown. Throughout the semester, students will explore how technical writing can be meaningful to them; they will also consider how to use its concepts to strengthen their writing to set them up for success in future jobs and internships. All majors are welcome!



#### About the Professor

Dr. Topf teaches several professional writing courses including technical writing and seminars on writing issues in the workplace, and writing on legal issues for non-lawyers. He helped develop the English literature and communications programs, and taught a variety of courses in British and American literature, media law and ethics, corporate communication, and business and technical writing.

## WTNG.245: Writing about Health with Professor Merin

WTNG.245.01 – M/W/F 10:00 AM - 10:50 AM | WTNG.245.02 – M/W/W 11:00 AM - 11:50 AM

*Satisfies second gen ed writing requirement*

Health in a state of well-being, which, ideally, is about completeness of mind, body, and soul. Writing is a means of communication; it is a bond between storyteller and reader. At its heart, writing about health cultivates a reciprocal relationship in which both writer and reader have the ability to reflect on how lived experiences and clinical knowledge intersect. Public health is not only defined by temporary disease and terminal illness but also by nutrition and exercise. Therefore, students will have the opportunity to choose a health-related conversation they feel passionate about—such as fad diets, social anxieties, addictions, vaccines, or cancers. We will explore how chosen conversations take rhetorical shape for print and online publications, social media feeds, medical websites and journals. Through our research, we will analyze the most effective strategies used to reach a range of audiences, from public to professional, who differ in levels of curiosity and knowledge. Students will apply these compelling tactics to craft a portfolio of work including, but not limited to personal narratives, feature essays, and patient education.



### About the Professor

Genette Merin teaches Writing in Professional and Public Contexts, Writing About Health, and How Writing Works. In addition to teaching, Genette is a Faculty Tutor in The Writing Center. Under the influence of her poetic muse, Genette has spent the past decade exploring, learning, and grasping the Earth Mind—nature's wild choice to transpose emotion onto us—a mode of consciousness. Earth Mind, part anthropocentric and part holocentric, has inspired her to journal her daughter's interactions with nature. These gentle entires will be published in the forthcoming book, *Earth Mind*. In addition to writing about this paradoxical state, Genette's work has been published in *The Connecticut Review*, *The Carrier Pigeon*, *Cancer ABCs*, *Zink Magazine*, and *Jezebel Music*.