

General Studies Advanced Interdisciplinary Seminars Application Form

Faculty Member _____

Seminar Title _____

Proposed Semester _____

Department Chair Signature _____

There are three aspects that make our capstone requirement unique:

- First, it is an upper- level requirement outside the major. Many general studies programs concentrate on the first two years, preparing students for their major course of study. However, Elon's General Studies Program requires courses throughout the four years, complementing the disciplinary major and providing the strong Liberal Arts education so important to the mission of our institution.
- Second, these courses are all interdisciplinary. Interdisciplinary courses stress integrating and applying knowledge to problems larger in scope than a single discipline can handle.
- Third, these courses are writing-intensive. Writing-intensive courses use a variety of writing styles to promote high-level critical thinking, while providing upper- level writing experiences and instruction, which enable students to develop a mature writing process.

Faculty wishing to teach a General Studies Interdisciplinary Seminar must submit this application and supporting materials to the General Studies Council. The application addresses the objectives listed below and **describes how the course meets each of them**. Supporting materials include **a preliminary reading list, possible writing assignments, and course objectives**.

The General Studies Council recommends that applicants study proposal examples available from the General Studies Director before finalizing and submitting a proposal.

Please submit your application and supporting materials to the General Studies Director at 2610 Campus Box or Belk Pavilion 117. Deadlines are

Summer term courses: 15 October of the preceding year
Fall Semester courses: 1 October of the preceding year
Winter term courses: 15 March of the preceding year
Spring Semester courses: 15 April of the preceding year

A GST 300-400 course that is taught three times may be reviewed again by the General Studies Council at regular intervals or before inclusion in the college catalog.

Required Information

The General Studies Council uses the following objectives to determine whether or not your proposal fulfills the requirements of our upper-level seminars. Included are some helpful hints that may assist you in composing your application. Please use the space provided (and expand it as needed) to explain how your proposed course would satisfy these requirements.

Proposed Catalog Course Description

Advanced Subject Matter

- Demands high-level thinking, specifically asking students to move beyond mere comprehension and analysis to synthesis and evaluation.
- Requires sophisticated reading and writing assignments, encouraging students to see things from an unfamiliar perspective.

Interdisciplinary Approach

- Integrates materials and perspectives from more than one discipline.
- Synthesizes ideas from different fields into a unique approach to the subject, allowing insights not possible in any one discipline alone.
- Stretches faculty and students to integrate knowledge outside of their primary discipline.

Effective Teaching

- Presents knowledge as dialogic rather than as information.
- Enables students to become involved with the course, devoting both physical and psychological energy to the academic experience.
- Recognizes the complex nature of the learning process, challenging students to reach, while offering a supportive learning environment.
- Includes a variety of pedagogies.
- Does not overuse any pedagogical approach (e.g., film, lecture, case study, role play).
- Acts as an innovative force that energizes the curriculum.

Writing-Intensive Methodology

- Encourages students to practice a mature writing process.
- Uses a variety of writing types.
- Uses plentiful writing enabling students to make meaning within the course.
- Practices both writing to learn and learning to write.

Advanced Critical Thinking

- Creates cognitive dissonance for students. As Meyers points out, “Students cannot learn to think critically until they can, at least momentarily, set aside their own visions of the truth and reflect upon alternatives.”
- Sets clear, high-level course objectives and develops assignments that measure attainment of these objectives.
- Promotes a rational response to questions that cannot be answered definitely.
- Fosters an investigation whose purpose is to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion that integrates all available information and that can therefore be convincingly justified.

Please attach any supporting materials that would help illuminate your course proposal. Supporting materials include a **preliminary reading list, possible writing assignments, and course objectives.**