**Proposal for Discipline-Based First Year Honors Seminar**

**Note:** These courses are spring semester only and must be from one of the four areas of studies in the Arts and Sciences – Expression, Civilization, Society, or Science.

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**In preparing your proposal, please address each of the areas below using the following headings to structure your proposal. Feel free to include any additional information that you think will help the committee in evaluating your proposed course.**

**Faculty Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Proposed Course Title:**

**Department and Core Designation: /**

Please indicate your department and which of the four Core categories your department is included within: Expression, Civilization, Society, or Science. If Expression, indicate whether you would like the Core Curriculum Committee to consider approval for Literature; if Science, indicate whether you would like the Core Curriculum Committee to consider approval as a lab science.

**Availability** (Spring semester only; which academic years?):

**I have discussed this proposal with my department chair**: yes no

**Evidence of Teaching Excellence**: In addition to complete records of the last two years of Student Perceptions of Teaching, please discuss other measures of teaching excellence, which might include innovative teaching strategies you have used, ways you assessed their effectiveness, sample assignments, and/or samples of feedback you provided to students on their work to promote their learning.

**Proposed Course Information**

**I. Proposed Course Title and Description for Elon Course Catalogue**

This will be used to list your course in the course catalogue should your course be approved.

**II. Focus**

What are the course’s main goals and objectives? What are some of the primary intellectual questions you will be posing to students? (Please focus on the goals specific to your course; you will have a chance to discuss how you address the goals of the Honors Program later).

**III. Theoretical/Critical Perspectives**

A goal of the first-year Honors curriculum is that students recognize that within any discipline there are several theoretical perspectives or frameworks that might shape both their academic investigations and their interpretations of the information they find. What theoretical or critical perspectives will students be introduced to in this course?

**IV. Value/Significance**

Although this course will be firmly based in your discipline, what aspects of the course will be relevant and appealing to students considering a variety of majors? Are there transferable theories, ideas or skills that might benefit students across the curriculum?

**V. Connection to Honors Curriculum**

As a course offered within the Honors Program curriculum, there are additional goals we ask each course to meet. Those learning goals and outcomes are listed below. Please discuss how you will meet these goals.

* Generate, evaluate and refine research questions
* Scaffold a major project with interim steps
* Engage in advanced critical thinking
* Participate in critical but respectful discussion
* Communicate effectively in oral and written forms

Also, please discuss how you plan to develop this course specifically for the Honors Program. Are there pedagogies, readings, or assignments you plan to use in order to address gifted and high achieving students? For a list of some pedagogies that have been shown to be particularly effective in teaching Honors students, please see “Honors Teaching Tips” on the Honors Program website.

**VI. Tentative assignments**

Please provide ideas about the types of readings, exercises, writings, and/or projects that may help you to accomplish your major goals, both disciplinary and Honors-specific. What strategies and assignments will help you meet these expectations? Please include a tentative bibliography.

**Proposal for Interdisciplinary Team Taught, Second Year Honors Seminar**

**Note:** These courses can be either spring or fall and must be interdisciplinary. These second-year seminars should be truly team-taught, meaning that the course is developed together and taught by two professors who are present every day, and who are regularly interacting in class (rather than the model where one professor is present part of the semester, the other in charge the other part of the semester). Because the professors involved must work together closely and effectively, we strongly recommend that faculty observe one another’s classes and syllabi to ensure that they would be comfortable with this level of collaboration before submitting a proposal to teach together.

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**In preparing your proposal, please address each of the areas below using the following headings to structure your proposal. Feel free to include any additional information that you think will help the committee in evaluating your proposed course.**

**Faculty Name #1/Department: /**

**Faculty Name #2/Department: /**

**Proposed Course Title:**

**Department and Core Designation: /**

Please indicate your department and which of the four Core categories your department is included within: Expression, Civilization, Society, or Science. If Expression, indicate whether you would like the Core Curriculum Committee to consider approval for Literature; if Science, indicate whether you would like the Core Curriculum Committee to consider approval as a lab science. Normally, the categories will count in whatever areas the faculty members normally teach in. If you believe the course should count for a different area, or if one of the faculty members does not teach in the Arts and Sciences, please explain what area(s) you think it should count in and why. (This decision will be ultimately be made by the Core Curriculum Committee.)

**Availability:**

[Please consult with each other and list specific semesters and academic years you both would be available over the next few years]

**We have discussed this proposal with our department chairs**: yes no

**Evidence of Teaching Excellence**: Each faculty member should describe their records of teaching excellence. In addition to complete records of the last two years of Student Perceptions of Teaching, please discuss other measures of teaching excellence, which might include innovative teaching strategies you have used, ways you assessed their effectiveness, sample assignments, and/or samples of feedback you provided to students on their work to promote their learning.

**Proposed Course Information**

**I. Proposed Course Title and Description for Elon Course Catalogue**

This will be used to list your course in the course catalogue should your course be approved.

**II. Focus**

What are the course’s main goals and objectives? What are some of the primary intellectual questions you will be posing to students? (Please focus on the goals specific to your course; you will have a chance to discuss how you address the goals of the Honors Program later).

**III. Interdisciplinary Perspectives**

How is the subject matter enriched by it being an interdisciplinary and team-taught course? What will each faculty member bring to the class in terms of disciplinary and interdisciplinary expertise?

**IV. Theoretical/Critical Perspectives**

A goal of the second-year Honors curriculum is that students recognize that issues can be examined from a number of disciplinary perspectives or frameworks that might shape both their academic investigations and their interpretations of the information they find. What theoretical or critical perspectives will students be introduced to in this course?

**V. Value/Significance**

What aspects of the course will be relevant and appealing to students considering a variety of majors? Are there transferable theories, ideas or skills that might benefit students across the curriculum?

**VI. Connection to Honors Curriculum**

As a course offered within the Honors Program curriculum, there are additional goals we ask each course to meet. Those learning goals and outcomes are listed below. Please discuss how you will meet these goals.

* Generate, evaluate and refine research questions
* Scaffold a major project with interim steps
* Engage in advanced critical thinking
* Participate in critical but respectful discussion
* Communicate effectively in oral and written forms

Also, please discuss how you plan to develop this course specifically for the Honors Program. Are there pedagogies, readings, or assignments you plan to use in order to address gifted and high achieving students? For a list of some pedagogies that have been shown to be particularly effective in teaching Honors students, please see “Honors Teaching Tips” on the Honors Program website.

**VII. Tentative assignments**

Please provide ideas about the types of readings, exercises, writings, and/or projects that may help you to accomplish your major goals, both disciplinary and Honors-specific. What strategies and assignments will help you meet these expectations? Please include a tentative bibliography.

**VIII. Faculty Coordination**

For team-teaching to succeed, the professors must work together closely and effectively and know one another’s methods and philosophy as implemented in syllabi and day-to-day class meetings. Please comment on the challenges or benefits that you anticipate with team teaching. Please also describe a hypothetical class meeting that utilizes the skills/expertise of both professors and works toward achieving one of the course content goals.

**Proposal for Multidisciplinary Second Year Honors Seminar**

**Note:** These courses can be either spring or fall and must be multidisciplinary. Problem-based pedagogies are encouraged.

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**In preparing your proposal, please address each of the areas below using the following headings to structure your proposal. Feel free to include any additional information that you think will help the committee in evaluating your proposed course.**

**Faculty Name:**

**Proposed Course Title:**

**Department and Core Designation: /**

Please indicate your department and which of the four Core categories your department is included within: Expression, Civilization, Society, or Science. If Expression, indicate whether you would like the Core Curriculum Committee to consider approval for Literature; if Science, indicate whether you would like the Core Curriculum Committee to consider approval as a lab science. If you do not teach in the Arts and Sciences, please explain what area you think it should count in and why (this decision will be ultimately be made by the Core Curriculum Committee).

**Availability** [Please indicate semester and year, for the next 3 years]:

**I have discussed this proposal with my department chair**: yes no

**Evidence of Teaching Excellence**: In addition to complete records of the last two years of Student Perceptions of Teaching, please discuss other measures of teaching excellence, which might include innovative teaching strategies you have used, ways you assessed their effectiveness, sample assignments, and/or samples of feedback you provided to students on their work to promote their learning.

**Proposed Course Information**

**I. Proposed Course Title and Description for Elon Course Catalogue**

This will be used to list your course in the course catalogue should your course be approved.

**II. Focus**

What are the course’s main goals and objectives? What are some of the primary intellectual questions you will be posing to students? Please focus on the goals specific to your course; you will have a chance to discuss how you address the goals of the Honors Program later).

**III. Multidisciplinary Perspectives**

Please describe how the subject matter is enriched by it being a multidisciplinary course. How will you engage students from multiple intellectual interests and provide avenues for them to draw upon their own disciplines or interests to inform class discussion and course learning? If the course also employs problem-based pedagogies, please discuss here.

**IV. Theoretical/Critical Perspectives**

A goal of the second-year Honors curriculum is that students recognize that issues can be examined from a number of disciplinary perspectives or frameworks that might shape both their academic investigations and their interpretations of the information they find. What theoretical or critical perspectives will students be introduced to in this course?

**V. Value/Significance**

What aspects of the course will be relevant and appealing to students considering a variety of majors? Are there transferable theories, ideas or skills that might benefit students across the curriculum?

**VI. Connection to Honors Curriculum**

As a course offered within the Honors Program curriculum, there are additional goals we ask each course to meet. Those learning goals and outcomes are listed below. Please discuss how you will meet these goals.

* Generate, evaluate and refine research questions
* Scaffold a major project with interim steps
* Engage in advanced critical thinking
* Participate in critical but respectful discussion
* Communicate effectively in oral and written forms

Also, please discuss how you plan to develop this course specifically for the Honors Program. Are there pedagogies, readings, or assignments you plan to use in order to address gifted and high achieving students? For a list of some pedagogies that have been shown to be particularly effective in teaching Honors students, please see “Honors Teaching Tips” on the Honors Program website. How will you tailor this class to fit the small class size of between 8-12 students?

**VII. Tentative assignments**

Please provide ideas about the types of readings, exercises, writings, and/or projects that may help you to accomplish your major goals, both disciplinary and Honors-specific. What strategies and assignments will help you meet these expectations? Please include a tentative bibliography.