

Proposal for Discipline-Based First Year Honors Seminar Course
(Spring semester – must be from one of the areas of Studies in the Arts and Sciences –
Expression, Civilization, Society, or Science)

Faculty member _____

Department _____

Proposed Course Title _____

Availability (Spring semester only; which academic years?) _____

****Please let your department chair know that you are submitting this proposal ****

In preparing your proposal, please address the following areas and include any additional information that you think will help the committee in evaluating your proposed course.

Focus

What are the course's main goals and objectives? (These should be clearly discipline-based.)
What intellectual questions would the course help students to consider?

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 which 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?

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?

Tentative assignments

Please provide ideas about the types of readings, exercises, writings, and/or projects that may help you to accomplish your major goals. These seminars should foster lively discussions and should teach students to communicate clearly what they've learned. What strategies and assignments will help you meet these expectations? Please include a tentative bibliography.

Development of Project Skills

A general goal of the first-and second-year Honors curriculum is preparation for the senior Honors thesis. At this early stage of their intellectual development, students should be learning how to generate research questions and how to investigate and refine them. How might you as scaffold a major project for this course – that is, design a process with interim steps that will teach students how to successfully work in this discipline?

Proposal for Team-Taught Liberal Studies Seminar Course
(Fall or Spring semester – must be interdisciplinary)

Faculty member #1 (Department) _____

Faculty member #2 (Department) _____

Proposed Course Title _____

Availability (Please consult with each other and list specific semesters and academic years you both would be available over the next few years) _____

This course will count toward two areas of Studies in the Arts and Sciences/General Studies (Expression, Civilization, Society, Science). It 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 General Studies Director/Council.)

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.

****Please let your department chair know that you are submitting a proposal ****

In preparing your proposal, please address the following areas and include any additional information that you think will help the committee in evaluating your proposed course.

Focus

What are the course's main goals and objectives? What intellectual questions would the course help students to consider?

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 which might shape both their investigations and their interpretations of the information they find. What theoretical or critical perspectives will students be introduced to in this course? How is the subject matter enriched by it being an interdisciplinary and team-taught course?

Value/Significance

This course will be outside the field of most of the students. 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?

Tentative assignments

Please provide ideas about the types of readings, exercises, writings, and/or projects that may help you to accomplish your major goals. These seminars should foster lively discussions and should teach students to communicate clearly what they've learned. What strategies and assignments will help you meet these expectations? Please include a tentative bibliography.

Development of Project Skills

A general goal of the first-and second-year Honors curriculum is preparation for the senior Honors thesis. At this early stage of their intellectual development, students should be learning how to generate research questions and how to investigate and refine them. How might you as scaffold a major project for this course – that is, design a process with interim steps that will teach students how to successfully complete it?

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.