

Curriculum Proposal Signature Sheet

Revised to Address Concerns Raised by FSCC HONR 187H Honors Ideamaking Experience

TITLE OF PROPOSAL

Type of Proposal

Program

- New
- Changes within Major
- Changes within Cognate *
- Changes in Minor or Track
- Changes in Concentration*
- Program Deletion

Course

- New
- Changes in Course taken only by Majors
- Changes in Course required of Non-Majors*
- Changes in Course open to Non-Majors
- Deletion of Course taken only by Majors
- Deletion of Course required of Non-Majors*
- Deletion of Course open to Non-Majors

Honors Program

SPONSORING DEPARTMENT (S)

Review and Approval

Nov. 19, 2010

Signature of Sponsoring Chair(s)/Date

Joel Kue

DATE(S)

12/3/10

* For starred items Chairs of affected Departments/Programs must sign below before Dean's review

Dean's Preliminary Review

Proposal:

- Complete
- Satisfies U of S Curricular Requirements
- Consistent with College Goals/Mission

Additional preliminary comments below

Dean's Signature/Date

B. P. Kue 12/3/10

CAS

CPS

SOM

GRAD

DHC

Preliminary FSCC Disposition:

- Committee recommends approval (*new program proposals require a Recommendation from the full Senate*)
- Proposal will require minimal review: Anticipated FS Meeting Date: _____
- Proposal will require significant review: Anticipated FS Meeting Date: _____

FSCC Chair Signature/Date _____

Issues: _____

Additional Signatures

Department Signature Date

Department Signature Date

Department Signature Date

New Course

Course Title: Honors Ideamaking Experience

Course Number: HONR 187H **Date Of Initial Offering:** Spring 2011
Semester *year*

Rationale for Course level

The course serves as an introduction to the Honors Program. While it is geared for sophomore students, it reviews material essential in principle to the overall college experience.

Credit Hours: 1 **Format:** lecture lab other: Varied: lectures, breakout, small group, meal time activities **Frequency:** annual each semester alternate years

Prerequisites: Admission to the Honors Program

Rationale for pre-requisites (if pre-requisites are listed)

The class exists as an orientation to the Honors Program and to the process of research more broadly.

Catalog Description (50 word maximum)

The class serves as an introduction to the Honors Program and also models the research process more broadly. The course begins in the final days of intersession, giving students a retreat-like experience, and continues in the early days of the spring semester. It traces the nature of research across academic disciplines.

Similar Courses being offered at the University

None

Discuss Extent of overlap with existing courses

The existing suite of sophomore Honors courses – we offer three each spring semester – currently have implicit responsibility for orienting students to the Honors program. Under the interrelated proposals to change the Honors program that we are putting forward, we would lose those courses in favor of HONR 287H – Honors Keystone, which would build upon HONR 187H.

**Special
Resources
Required
(e.g. library,
equipment,
materials/
facilities)**

This course will require room and board for all students (typically 48) for the final three days of intersession. In addition, to fulfill the longstanding programmatic commitment that students do not incur additional tuition charges to participate in the program, it will require that the University waive tuition for students in the course who exceed the 18-credit limit of the flat tuition rate. (We implemented the policy of not charging honors students additional tuition at the inception of the program in order to make it as democratically available as possible. It is already the case that students in the program can take up to 21 credits a semester at the flat tuition rate, but that exemption does not begin until junior year. Since about a quarter of the students admitted to the program will have junior standing already, they'll be covered if they exceed 18 credits. Few of the others will want to take 19 credits, so the tuition waiver will affect only a handful of students in any given year.)

The core material of the class will consist of short talks about research in different disciplines. We intend to invite representative faculty – and likely advanced honors students as well – to discuss the nature and origin of their research. We will work to make certain that we have representatives from as wide a range of disciplines as possible, and we are in the early stages of compiling a reader that will present even more such research narratives from faculty across the university.

Otherwise, it will fall under the ongoing responsibilities of the director of the Honors Program to facilitate it. Other faculty, alumni, and upper-class students will contribute to it with presentations and informal talks.

As a special note, we'd like to acknowledge the pilot nature of our first couple of offerings. We recognize that some students will have a conflict preventing them from taking the course during intersession, and we address that by allowing them take it in a subsequent year. Still, we understand that a class beginning at such an untraditional time may raise difficulties we cannot anticipate. Since it is a class that continues into the spring semester – and that will be transcribed in the spring – we are open to altering its calendar as circumstances dictate.

Characteristic

Major: Required (Special Program – Honors) Elective
GE : submitted to CCC will be submitted to CCC _____ Area Free only
date

<input type="checkbox"/> Humanities (CA)	<input type="checkbox"/> S/B Sciences (S)	<input type="checkbox"/> Cultural Diversity (D)
<input type="checkbox"/> Humanities (CH)	<input type="checkbox"/> Natural Science (E)	<input type="checkbox"/> Writing Intensive(W)
<input type="checkbox"/> Humanities (CL)	<input type="checkbox"/> Theology/Phil (P)	
<input type="checkbox"/> Humanities (CF)	<input type="checkbox"/> Quantitative Reasoning (Q)	

Interdisciplinary: YES NO **Team Teaching:** YES NO

Exclusively For Special Programs/Concentrations: NO YES (*Name*) _____ Honors _____

Home College: CAS PCPS KSOM GRAD

Required Attachments:

- Syllabus with student learning objectives, assessment/evaluation mechanisms, and outline of topics
- Description of, or example of, readings/papers/projects/examinations
- Assessment/evaluation based course improvement mechanisms

General Education Course Proposal:

Request: Approval of new, one-credit Honors course that will serve as an introduction to the Honors Program and independent research.

1.0 Course Title and Brief Description:

Title: HONR 187H: Honors Ideamaking Experience

This course is a 15-hour orientation-to-research experience in which students are exposed to different theories, strategies, and narratives of successful research in varying disciplines:

- It will be offered annually in the final days of intersession and early into the spring semester and will serve as an intensive introduction to the program.
- It will feature guest presentations by faculty from different disciplines, alumni of the program, and upper-class Honors students.
- Students in the class will have the opportunity for break-out experiences and for independent consultation with faculty members.
- It will discuss the notion of disciplinarity as well as claims for and against the possibilities of interdisciplinarity, cross-disciplinarity, and multi-disciplinarity.
- It will feature a variety of informal activities designed to reinforce the idea of scholarship and to foster a cohort sensibility among the students.

2.0 Course Objectives:

- Students will develop a theoretical sense of the research process.
- Students will recognize the particular requirements and purpose of the requirements of the Honors Program, understanding their five-semester as a sequence that takes them from asking questions through an information-gathering and research period, to their final presentation of their work.
- Students will propose a full, if tentative, schedule for their individual completion of the Honors Program and its research requirement. Few students will know at the outset the particulars of their future research, but all of them should have a sense of when they anticipate beginning their research and how they will use their tutorials and other coursework to prepare for it. Their sense should be colored by disciplinary concerns and by their own particular strengths, temperament, and plans.
- Students will grow more familiar with the range of research on campus and within their particular disciplines.
- Students should begin to develop a cohort sensibility with their peers in the Honors Program, one that may help them in the sometimes lonely work of arranging for tutorials and undertaking research.

3.0 List of Topics to be Addressed through the Course:

Topics: The course will vary each year depending on those faculty members willing and able to join us for the conversations, but consistent topics include:

- Carrying the research process forward from question to completed project.
- Research and its varying character across disciplines. To that end, we intend to provide speakers from as wide a range of disciplines as possible, to assure that we have at least one representative each from the humanities, social sciences, natural sciences, and professional programs.
- The idea of how academic disciplines order academic conversations.
- A balance of representative faculty and advanced students from disciplines of different nature.
- A discussion of the possibilities of research that works across disciplines.
- The particular requirements of the Honors Program and how they map onto the larger nature of research.

Texts: We are likely to use two different kinds of texts, both sparingly because of the limited opportunity for students to read in the compressed period of instruction

- A text in the vein of Charles Lipson's *How to Write a BA Thesis* (Chicago: UC Press, 2005). That is, a work that discusses research as an extended process and that provides concrete descriptions of its various stages.
- A collection of research narratives. We are, at present, unaware of any such existing text, but we know of several separate examples and will likely pull together a course pack.

4.0 Brief List of Assignments:

Assignments:

- A tentative calendar for completing the requirements of the program and a working list of possible tutorials.
- A brief (2-3 page) essay reflecting on the experience.

5.0 Evaluation:

Evaluation of the students will grow primarily out of their written products: the schedules they propose for completing the Honors Program and their brief reflective essay on the experience. Thoughtful and consistent participation is assumed, but students falling short of that participation standard will receive lower grades.

6.0 Prerequisites:

Admission to the Honors Program.

7.0 Course Level:

The Course should be at the 100-level because it presents material fundamental to the academic experience. In addition, alongside the proposed renumbering of other

honors courses, it gives a numerical coherence to the four required HONR courses: one at 187, one at 287, one at 387, and one at 487.