 

HONORS COURSE PROPOSAL TO TEACH THE HONORS COLLOQUIUM COURSE (HUM/HST 105)

Before completing your proposal, please read carefully the following statements.

**Philosophy and Goals for the Honors Program and the Guidelines for Developing Honors Courses**:

The philosophy of the Honors Program is that the goal of an Honors course should be to provide an enriched learning environment. Our focus is *not* on offering accelerated content. Honors courses should be student-centered, which means that students may take more initiative in their own learning than may be typical in a non-Honors course. Honors courses should also attempt to engage students in higher-level thinking, asking students to work on critical examination and / or on seeing connections between academic material covered in class and application in society or other disciplines. Please keep these goals in mind in developing your Honors courses, and, in your proposal, please highlight places in which your proposed course will attempt to foster the philosophy and goals of the Honors Program.

**The Honors Colloquium as a Key Feature of the Program:**

The course listed in the Harper College catalog as Humanities 105 and as History 105 was originally developed exclusively as an Honors course. The idea behind the course was that any students pursuing Honors Program Graduation Distinction would need to take this course, because otherwise they could acquire sufficient credits for the distinction (12) without ever having stepped outside a particular discipline. So, one key feature of the course is that it is designed to engage students in cross-disciplinary learning.

The course description in the catalog reads: “Introduces students to a selection of formative historical and contemporary texts in a variety of disciplines….” So, any Honors offering of the course ought to have several features:

* It should cover a variety of disciplines, from literature and philosophy to the sciences.
* It should have, as a key feature, primary text readings in these disciplines.
* These primary text readings should feature formative or historically important texts.
* These “classic” texts may be put in conversation with more contemporary voices.
* The course ought to feature some diversity of cultural perspectives.

Further, the Honors Colloquium is intended to be a common experience, but this does not mean that the intention is to make the various sections of this course identical to one another. Rather, the common experience we would like the Honors students to have, beyond being asked to think in a cross-disciplinary manner, is that **any Honors section offered of the course ought to be grounded as an inquiry into the human condition, addressing some of the following questions:** (the list is intended to be a sample of typical questions, not to be exhaustive.)

* **Who are we?** (For example, questions of identity, or questions about human nature)
* **How do we understand our world?** (For example, questions about science and faith)
* **What is our relationship to our society?** (For example, economic questions, political questions, questions of war and peace, civil disobedience).

**Proposal Process and Application Questions**

**Timeline**

Faculty should discuss their proposed course with the Honors / PTK committee at least one half of one semester before you are planning to offer the course. (For Spring, this would be the October committee meeting, for Fall, the March meeting.) With that goal in mind, please adhere to the following timeline, working backwards from your planned proposal date.

* Meet with an Honors Coordinator, **at least one week before submitting the written proposal**, to discuss your idea for the course and to go over the proposal form, in order to make sure it is clear what it is that the committee hopes to see in the written proposal.
* Submit the written proposal **at least two weeks before you are scheduled to discuss your Honors course proposal with the Honors / PTK shared-governance committee**, in order to get feed-back from the coordinator(s).
* Review the coordinator(s) comments on the written proposal, either in person or by email, and confirm that the comments have been reviewed, and edits made where recommended, **at least one week before you are scheduled to discuss your Honors course with the Honors / PTK shared-governance committee.**

**Course Details:** Name of Proposer: Date of Proposal:

Have you taught an Honors Course in the past?

If yes, please name the course(s) and semester(s):

**Questions Regarding your Approach to Teaching an Honors Course:**

**Please answer the following questions in a brief paragraph each.**

1. What has motivated you to teach an Honors Course?
2. Since Honors courses feature small class sizes, please describe some ways you believe the small class size will help you offer students an enriched learning experience in your Honors course.
3. What particular learning outcomes or skills would you particularly like to see students in your Honors course develop?
4. Briefly outline some ideas you have for possible activities or assignments you might use to help students accomplish the outcomes or skills mentioned in #3.
5. Other comments that will help the committee evaluate your proposal:

**Narrative Regarding your Great Ideas Course:**

In a few paragraphs, please give us a general sense of your idea for the course; try to include a consideration of the following within your description:

* What aspects of the human condition do you plan to cover?
* What classic / formative texts do you plan to use in the course?
* What contemporary voices will be covered in the course?
* How will you include diversity of cultural perspectives offered within the course?
* How will you make sure that the course is broadly interdisciplinary in nature?

**Please Attach a Brief Course Outline** (no need for a full syllabus at this time, but a sketch is useful.)

**Special Opportunities for Honors Students:** Be aware that the Honors Program has funds to offer guest speakers small stipends for coming in to speak to your class and also has funds that can support field trips. We can also assist in planning these outings.

Thank you for your interest in the Honors Program and we look forward to adding your course to our curriculum!

**Signatures**: (Please acquire these signatures prior to your proposal in front of the Honors / Phi Theta Kappa Committee, to ensure that your Chair and Dean are aware of the possibility of your teaching the course.)

Applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dept. Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Division Dean: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Committee use only**:

Committee Decision: (circle one) Approved / Revise and Re-Submit

**Signatures**:

Chair of Honors / PTK Committee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Honors Coordinators: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Please print the form, obtain the necessary signatures, and either scan it and email it to Honors@harpercollege.edu or submit it to the Interdisciplinary Programs Office, P 124.

Suggestions from the committee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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