**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.

**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:**

**I have discussed this proposal with the chair of my department?**

**Evidence of Teaching Excellence**: Please discuss and provide evidence 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. We encourage faculty to submit two years of recent SPOTS.

**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
* Introduce students to a range of diverse perspectives on the course topic

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.