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

**Note:** These courses can be either spring or fall and must be interdisciplinary. 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 with students 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.

**Faculty Name/ Department:**

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**Proposed Course Title:**

**Core Designation(s):**

Please indicate which of the four Core categories your departments are 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 respective department chairs?**

**Evidence of Teaching Excellence:** Please have each faculty member 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. 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. 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.

**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.