

## HONORS COLLEGE GENERAL EDUCATION SEMINARS

### Guidelines for Proposals

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The Honors College invites full-time faculty members from all colleges to submit proposals for special-topics general education seminars to be taught in the 2022–2023 academic year.

#### **Our proposal deadline is November 1, 2021**

We're asking you to give us your "dream courses" — topics and approaches you've always thought would truly engage and transform students, but that may not fit easily in a departmental program or find an obvious place in a major. Rather than being "harder" versions of courses already offered in the UTC catalog, honors seminars should value intellectual experimentation and innovative pedagogies. Honors seminars are indeed seminars, and should emphasize interaction and shared knowledge; ideally, these classes will become intellectual communities of their own.

**While we always welcome (and rely on!) single-instructor courses, the Honors College is especially encouraging of proposals for courses that stress truly interdisciplinary, collaborative teaching – that is, topics that cross the boundaries of traditional disciplines, taught by pairs of instructors who normally speak different disciplinary "languages" (think of things like "Nuclear War and Peace," taught by a political scientist and a physicist, or "Music and the Civil Rights Movement," taught by a musician and a historian).**

A few things to consider while thinking about proposing a seminar...

#### The Seminars:

- Honors College special-topics seminars are 3 credit hours (except for UHON 3565r – Topics in Natural Sciences: Lab, which is 4 credit hours).
- Seminars may fulfill General Education requirements in the following categories:
  - Fine Arts and Humanities
    - Literature
    - Historical Understanding
    - Thought, Values, Beliefs
    - Visual and Performing Arts
  - Behavioral and Social Sciences
  - Natural Sciences
  - Mathematics
  - Statistics
  - Non-Western Cultures
- Honors College general education seminars are offered at the 3000 level as an indication of their rigor and an expected level of student engagement. This means that while the courses may be introductory, they are not elementary; while no prior knowledge of the particular subject is

assumed, an advanced degree of preparation in college-level studies — reading, writing, discussion, and commitment to inquiry — is expected.

- It's best not to think of these seminars as equivalent to departmental 3000-level courses in, say, Math or Biology or History, etc. They are not departmental courses; they are Honors College general education courses in which students will learn about mathematics, or natural sciences, or historical understanding, etc. So, the 3000 level indicates not what students can be expected to know prior to enrolling, but what you can expect students to be capable of learning during the course, if you are willing to teach them.
- Unless it is practically impossible to do so, we will schedule classes to meet in the newly (and beautifully) renovated Guerry Center, the home of the Honors College. These classrooms are especially suited to seminar-style pedagogy and are technologically well equipped.

#### The Proposal Process:

- Your proposal will not follow the format used by the University's Curriculum or General Education Committees. (In fact, you won't have to go through those processes at all; the Honors College has already secured approval authority for proposed courses).
- Instead, your proposal will be considered by the Honors College Advisory Committee this Fall semester. If selected for inclusion in the 2022–2023 honors course schedule, you will participate in some faculty development activities in the Spring 2022 term to share ideas with colleagues working in honors, think about effective course assignments and pedagogy, and develop a full syllabus for the seminar.
- All honors seminar proposals must have approval from the proposing faculty member's department head. The department head's signature verifies that, if selected, the faculty member will be released from 3–4 hours of departmental teaching duties to teach the proposed honors seminar sometime in the 2022–2023 academic year. (We prefer that the courses not be taught as overloads.)
- If the class has an experiential element (field work, travel, service, other learning beyond the classroom), it can also be considered for Experiential Learning Designation in the class listings.

**HONORS COLLEGE**  
**GENERAL EDUCATION SEMINAR PROPOSAL**

Please type your answers into the document below, and submit your signed, scanned form via email to:  
*gregory-odea@utc.edu* by **November 1, 2021**

**Name(s) and department(s) of faculty member(s) submitting the proposal:**

Name:

Department:

Email:

Phone:

**Title of course:**

**Indicate preference for semester to be taught:**

\_\_\_\_\_ Fall 2022

\_\_\_\_\_ Spring 2023

**Have you taught the course you are proposing in the Honors College before? If so, please indicate when you last offered the course.**

**Please indicate the General Education category(ies) in which you intend to offer the course (interdisciplinary team-taught courses to be cross-listed in more than one):**

\_\_\_\_\_ Historical Understanding

\_\_\_\_\_ Literature

\_\_\_\_\_ Thought, Values, and Beliefs

\_\_\_\_\_ Visual and Performing Arts

\_\_\_\_\_ Behavioral and Social Sciences

\_\_\_\_\_ Natural Sciences (Non-lab)

\_\_\_\_\_ Natural Sciences (Lab)

\_\_\_\_\_ Mathematics

\_\_\_\_\_ Statistics

\_\_\_\_\_ Non-Western Cultures

**Does the class have an experiential element (field work, travel, service, other learning beyond the classroom) and would you want it to be considered for Think/Achieve designation:**

\_\_\_\_\_ Yes

**Course Description:**

Please include as much information as possible about the general themes of the course, topics to be covered, and goals to be accomplished in the course. It is especially helpful to identify central questions that the course poses for students to explore.

**Course Outline:**

How do you plan to structure the course? Please provide a brief outline of the course (this may be a weekly schedule of topics, a sequence of "units," etc.).

**General Education Outcomes**

Please explain how the course will meet each of the learning outcomes for the general education category(ies) in which it will be offered. It is best to specify which assignments will be used to assess each particular outcome for student learning. Learning outcomes can be found here:

<https://new.utc.edu/academic-affairs/general-education/faculty-information/goals-and-outcomes>)

**Reading Assignments:**

Honors courses should emphasize core use of primary source reading, not textbook learning. Please provide a tentative reading list for your proposed course.

**Written Assignments:**

Honors courses should be writing intensive wherever appropriate to the learning outcomes of the course. Please estimate the amount and the nature of written work that will be expected of students in this course. (Short/long papers? Term papers? Oral exams? Researched writing?)

**Other Assignments:**

Beyond reading and writing, what other kinds of assignments do you envision for the course?

**Classroom Procedures:**

Honors courses are intended to emphasize active as opposed to passive learning. Will this be primarily a lecture or discussion course? If the course is intended to have significant lecture content, how will interaction be fostered among students and faculty? What specific methods will be used to encourage an active learning experience?

**Repeat Offering**

If you are proposing a course you have previously taught in Honors, please indicate how you have responded to student comments and evaluations to craft your approach this time around – what have you maintained and changed in this proposed version of the course and why have you made these choices?

**Experiential Learning Designation**

For the course to be considered for Experiential Learning Designation, please include evidence of reflection before, during and after a required learning experience, demonstrating preparation, intention, and authenticity in outcomes and assessment. More information on this designation can be found at <https://new.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/thinkachieve/faculty-and-staff-development>

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Each faculty member submitting this proposal should have his or her chairperson sign below.

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Faculty Signature

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Department Head signature

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Faculty Signature

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Department Head signature

Department Head's signature verifies that, if selected, the faculty member will be released to teach the proposed course sometime in the 2021–2022 academic year

Date submitted: \_\_\_\_\_

