

HONORS COLLEGE GENERAL EDUCATION SEMINARS

Guidelines for Proposals

Proposal Deadlines:

November 13, 2023: for Fall 2024 and Spring 2025 courses

February 16, 2024: for Spring 2025 courses

The Honors College invites faculty members from all colleges to submit proposals for special-topics general education seminars to be taught in the 2024-2025 academic year. This is an opportunity for you to teach a class you've always thought would engage and transform students, but that may not fit easily into a specific program's curriculum. Rather than "harder" versions of courses already offered in the UTC catalog, honors seminars stress innovative pedagogies, out-of-classroom experiences, and academic exploration. While we need single-instructor courses, the Honors College also encourages proposals for courses that stress interdisciplinary subject matter taught by way of collaborative instruction (think "Nuclear War and Peace," taught by a political scientist and a physicist, etc.). For examples of past seminars, go here: <https://www.utc.edu/honors-college/seminars>.

Things to consider while planning a seminar:

- Honors College topics seminars are 3 credit hours, except for 4-credit lab sections of UHON 3630R (Topics in Natural Science) and UHON 3650R (Topics in Quantitative Reasoning).
- Seminars align with 2023 General Education categories.
- Honors seminars are offered at the 3000 level. You should not expect students to bring prior knowledge of course topics into the classroom, but you should expect them to have strong skills in reading, writing, and discussion.
- All honors seminars will meet in the Guerry Center unless otherwise needed; these classrooms are designed for seminar-style classes and are well-equipped.
- Honors seminars should stress certain kinds of assignments (noted on the proposals) and pedagogies (seminar-style classrooms focusing on discussion rather than lecture).

The Proposal Process:

- Fill out the following form and have your department head review and sign it; send to William-Kuby@utc.edu for review and approval by the Honors College Advisory Committee. Your department head's signature verifies that, if selected, you will be released from 3-4 hours of departmental teaching in order to teach the honors seminar sometime in AY 2024-2025. We prefer that courses not be taught as overloads; if you would like to discuss this option, reach out to the Associate Dean.
- If selected for inclusion in the 2024-2025 schedule, you will participate in a faculty development workshop to share ideas and concerns with colleagues.

**HONORS COLLEGE
GENERAL EDUCATION SEMINAR PROPOSAL**

Please type your answers into the document below and submit your signed form via email to
William-Kuby@utc.edu

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

Name: _____ Department: _____

Email: _____ Phone: _____

Course Title:

Indicate preference for semester to be taught:

_____ Fall 2024 _____ Spring 2024

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

_____ Humanities and Fine Arts _____ Natural Sciences (Non-lab)
_____ Behavioral and Social Science _____ Natural Sciences (Lab)
_____ Quantitative Reasoning _____ Individual and Global Citizenship

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 in 150-200 words. It is especially helpful to identify central questions that the course will pose for students to explore.

Plans for Meeting 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. Using complete sentences, explain how the content and assignments of the course will meet these outcomes. Learning outcomes can be found here:

<https://www.utc.edu/academic-affairs/general-education/rge>

Example:

Students will use and document appropriate, credible research materials and integrate those materials with the student's ideas and/or primary research materials.

Students will work with primary texts for the first assignments in UHON 1010, where they practice in-text citation of course texts. When they begin to do independent research in the final assignment for UHON 1010, and throughout UHON 1020, we review selecting appropriate sources, library resources (this often involves a trip to the library), and quote/source integration.

Readings:

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

Assignments:

All honors seminars should include the following, sometimes overlapping types of assignments. Those with an asterisk will need to be uploaded to the students' e-portfolios in Portfolium:

- Writing intensive assignments. Please estimate the amount and nature of the written work that will be expected of students in this course.
- Opportunities for students to revise major assignments (as a means of developing writing skills).
- *A collaborative assignment with a reflection. Whether they do so in pairs or groups, students benefit from practicing and reflecting on collaborative work in the classroom.
- *A final project. All our honors seminars seek to encourage our students to meet the general education programmatic goal that asks students to “create, innovate, and adapt to take charge of [their] own learning.”

Please indicate the assignments you envision for the course.

Each faculty member submitting this proposal should have their chairperson sign below.

Faculty Signature

Department Head signature

Faculty Signature

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 2023–2024 academic year

Date submitted: _____