Eastern Illinois University
New Course Proposal
HON 1190, Honors Forum

Please check one: ☐ New course ☑ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: HON 1190
2. Title (may not exceed 30 characters, including spaces): Honors Forum
3. Long title, if any (may not exceed 100 characters, including spaces):

4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 1-0-1
5. Term(s) to be offered: ☑ Fall ☐ Spring ☐ Summer ☐ On demand
6. Initial term of offering: ☑ Fall ☐ Spring ☐ Summer Year: 2009
7. Course description (not to exceed four lines): The course is designed to introduce first-year University Honors students to the academy and opportunities and expectations for success at Eastern Illinois University. Students will also meet Honors faculty and discover undergraduate research, scholarship, and creative activity opportunities. They will learn of curricular and co-curricular opportunities and ways in which they might integrate their learning and experiences in order to enrich their college experience. WI

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). none
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. Admission to the University Honors Program.
   c. Who can waive the prerequisite(s)?
      ☑ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): none
   e. Repeat status: ☑ Course may not be repeated.
      ☐ Course may be repeated to a maximum of ______ hours or ______ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
      University honors students
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] honors, writing intensive

10. Grading methods (check all that apply): ☑ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
     (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: ☑ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students will

1. Identify the requirements for successful completion of University and Departmental Honors.
2. Develop their ability to think critically about what they hear and read.
3. Develop their abilities to synthesize and analyze information from a variety of scholarly sources.
4. Explore issues from the perspective of multiple academic disciplines.
5. Communicate effectively and confidently with faculty members and other professionals.
6. Analyze opportunities for research, study abroad programs, and internships.
7. Develop their ability to think independently and reflectively.
8. Explore their own potential as scholars and citizens.
9. Evaluate the diversity of career and graduate school options available.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Journal Writing</th>
<th>Class Assignments</th>
<th>Research paper</th>
<th>Class participation</th>
<th>Campus Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the requirements for successful completion of University and Departmental Honors</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Develop their ability to think critically about what they hear and read.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop their abilities to synthesize and analyze information from a variety of scholarly sources.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Explore issues from the perspective of multiple academic disciplines.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Communicate effectively and confidently with faculty members and other professionals.</td>
<td></td>
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<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Analyze opportunities for research, study abroad programs, and internships.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Develop their ability to think independently and reflectively. | X | X | X | X | 
| Explore their own potential as scholars and citizens. | X | X | X | X | 
| Evaluate the diversity of career and graduate school options available. | X | X | X | X | 

3. **Explain how the instructor will determine students’ grades for the course:**

Grades will be based on journal writing (25%), class assignments (25%), research paper (25%), and class participation (15%), and campus activities, such as attending seminars and talks (10%)

4. **This course is not technology-delivered.**

5. **This is not a graduate-level course**

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *)** Writing intensive. Students will have the opportunity to revise the research paper. 50% of grade will be based on written work.

**PART III: OUTLINE OF THE COURSE**

a) Units of time: 1 fifty-minute lecture/discussion each week for 15 weeks. Guest lecturers determine by annual theme. Whenever possible the annual theme will be linked to the campus freshman read.

Schedule

**Week 1** Lecture/Discussion: Introduction to the requirements of university and departmental Honors, electronic writing portfolio, development of a four-year plan.

**Week 2** Lecture/Discussion: The current freshman read. Introduction to course theme.

**Week 3** Guest Lecture/Discussion: Social Sciences

**Week 4** Guest Lecture/Discussion: Social Sciences

**Week 5** Lecture/Discussion: Library and Electronic media research methods; research writing.

**Week 6** Guest Lecture/Discussion: Humanities

**Week 7** Guest Lecture/Discussion: Humanities

**Week 8** Guest Lecture/Discussion: Other discipline appropriate to the theme

**Week 9** Lecture/Discussion: Study Abroad, NSE

**Week 10** Guest Lecture/Discussion: Natural Sciences

**Week 11** Guest Lecture/Discussion: Natural Sciences
Week 12  Guest Lecture/Discussion: Fine Arts

Week 13  Guest Lecture/Discussion: Fine Arts

Week 14  Guest Lecture/Discussion: Other discipline appropriate to the theme.

Week 15  Lecture Discussion: Academic and professional ethics and responsibilities; National Scholarships; beyond the classroom.
PART IV: PURPOSE AND NEED

1. **Explain the department’s rationale for developing and proposing the course.**
   The Honors Forum will help Honors students understand the expectations and responsibilities associate with succeeding at EIU. Students will be come familiar with the opportunities for coursework and research through presentations by Honors faculty. The course will provide students with the skill sets and information necessary for academic success. This means not only achieving a sufficient grade point average but also developing confidence and competence as a student, establishing relationships with fellow honors students and faculty, deciding on a career path, and become a critical thinker and lifelong learner. The course is designed to assist students in integrating their disparate learning and life experiences and provide them an opportunity to become more intentional about their studies.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
   This course is required and designed for freshmen. Therefore the 1000-level is appropriate.

3. **If the course is similar to an existing course or courses, justify its development and offering.**
   There are only minor overlaps with HON 1191 (Honors First year Seminar), but to a large extent these courses complement each other. HON 1191 is restricted to Presidential Scholars.

4. **Impact on Program(s):**
   Required of University Honors students beginning Fall 2009.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:**
   The course will initially taught by Dr. Bonnie Irwin, but can be taught by any tenured or tenure-track faculty member who has taught in the University Honors Program.

2. **Additional costs to students:**
   No additional costs.

3. **Text and supplementary materials to be used (Include publication dates):**
   The freshman read will be a required text. Electronic texts will be chosen by faculty guest speakers. A course packet may be required for materials not available in electronic form.

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course.
PART VII: APPROVALS

Date approved by the department or school:

Date approved by the college curriculum committee:

Date approved by the Honors Council (if this is an honors course): 10 April 2008

Date approved by CAA: 25 August 2008

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).