Eastern Illinois University
New Course Proposal
HON 1191, Honors First-Year Seminar

1. Catalog description
   a) HON 1191
   b) Honors First-Year Seminar
   c) 3-0-3
   d) F
   e) Honors FY Sem
   f) An inquiry into the expectations, resources, policies, and traditions of university life and the Honors College. Students are challenged to enhance their intellectual and leadership potential through study of disciplinary perspectives on international and local issues while planning how they will make their own contributions to society.
   g) Course is open only to University Honors Students and required for EIU Presidential Scholars. First-year student standing (fewer than 30 semester hours of earned credit). Credit will not be awarded for both EIU 1111 and HON 1191. This course may not be taken credit/no credit. WI
   h) Fall 2004

2. Student Learning Objectives and Evaluations
   a) Learning Objectives
      In accordance with the goals of General Education, students will
      - Develop their ability to think critically about what they read (critical thinking)
      - Develop their abilities to synthesize and analyze information from a variety of scholarly and media sources (critical thinking, writing)
      - Explore issues from the perspective of multiple academic disciplines (critical thinking)
      - Communicate effectively and confidently with faculty members and other professionals (writing, speaking)
      - Articulate their ideas to diverse audiences (writing, speaking)
      - Learn the importance of service and citizenship through engaging in conversation and activities with various community organizations (global citizenship; team building)
      In addition, in accordance with the mission of the Honors College, students will:
      - Create a personal “Statement of Purpose” outlining individual goals to be accomplished over their undergraduate experience and beyond (leadership, goal-setting)
      - Develop a four-year academic and citizenship plan (research, leadership)
      - Develop their ability to think independently and reflectively (intellectual development)
      - Explore their own potential as scholars and citizens (leadership)
   b) Evaluation of Learning Objectives
      Newspaper journal and oral reports 15%
      Honors Read reflective essay 20%
3. Outline of the Course

The EIU Presidential Scholars Program, housed in the Honors College, seeks to provide financial and academic support to the best, brightest, and most determined student scholars available to us, with the understanding that the University and the Honors College have very rigorous and substantive expectations of them. These are students who will think reflectively, learn actively, and plan their college experiences with a focused view toward careers and accomplishments that will help make them competitive for national scholarships, graduate schools, and other noteworthy accomplishments. The Honors Freshman Seminar is seen as the first step toward these ends, recognizing that the journey is part of the reward.

The course will meet twice weekly for 75 minutes each day (45 hours).

Students will be expected to read portions of the New York Times (online) and the Chicago Tribune or Sun-Times (available in residence halls) daily. A discussion of world, national, and local issues is expected to be a part of every class meeting in addition to material covered in the outline below. Discussions of life issues raised in standard University Foundations courses will be incorporated as needed.

**Week 1**  
**Introduction to Presidential Scholars and Honors College.**  
Guest speakers: Dean of Honors College, University President, Provost  
Exceeding expectations and making the most of college.  
Importance of staying connected to the world; introduction to newspaper assignment.

**Weeks 2-4**  
**Excelling in Honors**  
Reading and discussion of Leaning Styles, Multiples Intelligences and Critical Thinking. Thinking and learning in the liberal arts and sciences.  
Guest speakers from Library and CATS.  
Interviewing faculty and choosing a faculty mentor.

**Weeks 5-8**  
**The Honors Read**  
Students and faculty will read and discuss the chosen text for the class, addressing the issues it raises from the perspective of their various disciplines. Each student will write an essay detailing her or his
assessment of the text and its importance to an understanding of the world from the perspective of one or more academic disciplines. Guest speakers from various disciplines will be invited to facilitate discussions of discipline-specific issues raised in the book and to help the students draw connections between contemporary issues and their chosen fields of study.

Week 9 **Life of a Global Citizen**
Discussion of the importance of travel abroad, understanding global diversity, and learning languages.
Students will complete preliminary research on a country they might want to visit or study in. Guest speakers from Study Abroad Programs, Department of Foreign Languages.

Weeks 10-11 **National Scholarships and Graduate School**
Discussion of the history and purpose of national scholarships (Truman, Udall, Goldwater, Rhodes, Fulbright, et al.). Review of application procedures.
Discussion of graduate and professional schools, balancing education and experience to achieve one’s goals. Students will write short reflective piece on which scholarship might be of most interest to them and why. Current events quiz or reflective writing.
Guest speakers: Faculty scholarship advisors.

Weeks 12-13 **Citizenship and Service.**
The importance of connection with the community. In small groups, students will research community organizations, opportunities for service, and the role such service plays in the education of a global citizen. Each group will write and present a report on their chosen organization and present it to the class.
Reading: *Soul of a Citizen*

Weeks 14-15 **Looking Ahead**
Preparation of four-year study and citizenship plan
Preparation of “time-capsule” materials.
Setting up a file with Career Services.
Balance in Life
Making good habits permanent: the life of the engaged scholar.

4. **Rationale**
   a) **Purpose and Need**
The University has high expectations for the Presidential Scholars and thus the Honors College seeks to provide these students with the academic support and encouragement that, along with the financial support of the University, will enable
these students to thrive and succeed both at EIU and beyond. In order to help these students realize their full potential as scholars and citizens, faculty need to begin the mentoring process as soon as those students reach campus. HON 1191 is designed to help students hone their vision for the future, become productive members of the academy, and become leaders in their fields. The course provides an interdisciplinary foundation for all subsequent work at the University.

b) HON 1191 is meant to be a foundational course for Presidential Scholars, required the first semester of their first year.

c) HON 1191 is not in its entirety similar to any existing course. It overlaps in small ways with EIU 1111, but is more focused on academic issues, especially those skills and attitudes that will prepare these students for undergraduate research and to be competitive for national scholarships.

d) The course will be required for EIU Presidential Scholars Program

5. Implementation
   a) Course will be team taught by two honors faculty members. Fall 2004 course will be taught by Bonnie Irwin (English) and Bud Fischer (Biological Sciences).
   b) There will be no additional costs to students.
   c) Texts and supplementary materials:
      - New York Times
      - Chicago Tribune
      - Utne Reader
      - Selected articles on critical thinking, multiple intelligences, thinking and researching in the disciplines.
      - Honors Read: a text chosen by the instructors in conjunction with the Honors College. Criteria for choosing the book will include cost, universal appeal, interdisciplinary significance, controversy, timeliness, segue to Honors, a “good read,” personal importance, importance in the abstract.

6. Community College Transfer
   A community college course will not be judged equivalent to this course.

7. Date approved by Honors Council 8 December 2003

8. Date approved by CAA 29 January 2004

Contact persons: Bonnie Irwin (cfbdi; 581-6304), English or Judy Sunderman (csjas; 581-2017), Honors