Eastern Illinois University
New Course Proposal
HON 4555, Honors Research

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: HON 4555
2. Title (may not exceed 30 characters, including spaces): Honors Research
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)]: arr.-arr.-1-3
5. Term(s) to be offered: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. Initial term of offering: ☒ Fall ☐ Spring ☐ Summer Year: 2010
7. Course description (not to exceed four lines): In consultation with a faculty mentor, the student designs, executes, and writes the results of an original piece of research using primary data. Any research methodology may be employed. The student must submit a detailed study proposal to be approved by the faculty supervisor and a Departmental Honors Coordinator or Dean of the Honors College prior to registration.
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 a departmental honors program or permission of the Dean of the Honors College.
   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):
   e. Repeat status: ☐ Course may not be repeated.
      ☒ Course may be repeated once.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: honors student; 45 hours or more completed
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: non-honors students, honors freshmen
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 (default grading method) ☒ 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
   ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   1) Identify and design a research methodology appropriate to answering the stated thesis/research problem, and any accompanying hypotheses.
   2) Execute the research design, collecting primary data, and in full compliance with IACUC or IRB requirements, as appropriate.
   3) Analyze and evaluate primary data.
   4) Determine the significance of research.
   5) Synthesize knowledge gained from research with material learned in other courses.

   a. This is not a general education course
   b. This is not a graduate course

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   o Comprehensive bibliographies relevant to their topics of inquiry (objective 1).
   o Write a methodology of their research (objective 1, 2).
   o Write a report of the findings of their research in the appropriate disciplinary tradition, including any appropriate tables, graphs, and statistical tests (objectives 1, 2, 3, 4).
   o Write a reflective essay on the research experience (objective 5)

3. Explain how the instructor will determine students’ grades for the course:
   o Comprehensive bibliography  20%
   o Methodology           20%
   o Finding, results, conclusions  50%
   o Reflection            10%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. The course is not technology delivered

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. The course is not for graduate credit

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 *.)
   The course is writing-intensive. The experience will require several writing activities, including bibliographies relevant to their methodology and research problem, a methods description, and a write-up of their research results/analysis. There will be ample opportunity to revise.
PART III: OUTLINE OF THE COURSE

As honors research, similar to independent studies, course outline and content will vary with topic, student, and faculty supervisor.

PART IV: PURPOSE AND NEED

1. **Explain the department’s rationale for developing and proposing the course.**

   This course will serve the needs of honors students in departments or programs that do not have a departmental honors program who wish to conduct credit-bearing research. It will also allow a student who wishes to conduct interdisciplinary research to get general honors credit for doing so.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

   The course level is consistent with other honors research courses in other departmental honors programs and with the expected sophistication of the students. The course prerequisites are necessary to ensure the background and sophistication to execute the research required.

3. **If the course is similar to an existing course or courses, justify its development and offering.**

   HON 4555 resembles but does not duplicate any existing course for the reasons described in IV.1 above.

4. **Impact on Program(s):**

   HON 4555 may be used as a University Honors elective. It may also fulfill a requirement for the Journalism Departmental Honors Program and any other departmental honors program with the permission of the Departmental Honors Coordinator.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Any tenured/tenure-track faculty with substantive expertise to accommodate student research interest.

2. **Additional costs to students:** none

3. **Text and supplementary materials to be used (Include publication dates):** library, lab, and studio materials as appropriate to the discipline(s) researched.

PART VI: COMMUNITY COLLEGE TRANSFER

"A community college course will not be judged equivalent to this course

PART VII: APPROVALS

Date approved by the Honors Council *(if this is an honors course):* 28 January 2010

Date approved by CAA: 29 April 2010
*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).