



The Center for Learning and Civic Engagement

مركز التعلم والمشاركة المدنية

Honors Course Proposal Form

Instructor Information

Name: _____ Date of Submission: _____

Division: _____ Discipline: _____

Phone: _____ Email: _____

Course Name : _____

Semester to be taught: _____

Preferred Day/s: _____

Preferred Time: _____

Please answer the following questions in the space below

Give a brief abstract (around 100 words) describing your honors course. Focus on the new structure of the proposed course.

What student readings and assignments will you use in this course that will make it an honors section?

In what specific ways will you supplement your curriculum to develop this as an honors course?

Syllabus sample

A sample syllabus for your proposed honors course is required although the syllabus does not have to be finalized. The syllabus does need to show how the instructor plans/sees the new structure of the course as it pertains to the honors program. Keep in mind that the approval committee(s) will be looking for an academically rigorous course designed for high achieving students which includes intense study, interdisciplinary themes, intensive reading, writing and research.

CRITERIA FOR ALL HONORS EXPERIENCES

Regardless of the type of Honors course, it must meet the following minimum criteria:

1. The core of any Honors course is **scholarship**: reading, writing, researching, creating and evaluating scholarship of those established in the field and of those in the class/contract. To this end, a majority of the grade must be based on exploration of the scholarship in the discipline through research and creating original scholarship culminating in an Honors Project.
2. Every student should complete an **Honors Project**. The form of this project and the number of points assigned to it are at the discretion of the faculty member.
3. Some type of **presentation** is required of every Honors student. For research based classes, this generally takes the form of creating a presentation based on the Honors Project. This presentation can be used as preparation for a conference or symposium or can be a smaller component of the class. Either way, an Honors course should allow students some experience with public speaking and making formal presentations.
4. Prepare students for the **CCQ Honors / Learning Engagement Symposium**. Every spring, the Honors program will host a Symposium to highlight the scholarship of students enrolled in CLCE initiatives. Students will be nominated by their professor for inclusion in the Symposium. Participation can be in one of two ways:
 - a. Standard “conference presentation” of 5-10 minutes in front of an audience of peers and campus community members. The in-class presentation can form the basis of the Symposium presentation.
 - b. Installation or performance. This option would be appropriate for visual or performing arts.
5. **Examinations and assignments**
 - a. Should be designed to teach and assess the student’s command of the vocabulary and/or concepts of the subject, as well as critical analysis, synthesis and problem solving skills.
 - b. Should require more of the student than in a traditional class. The student should expect to do more independent work with fewer restrictions and less specific parameters, i.e., more open-ended assignments.
6. **Directed discussion** is the heart of an Honors course. It should arise from questions generated by reading and analysis of texts or problems. Initially questions may be posed by the instructor, but as students gain confidence they should develop their own strategies for inquiry and criticism.
7. **Clear expectations** should be set at every point in the semester. Honors students must be informed regarding what they must accomplish in order to receive the Honors designation. Honors by Contract students must understand how they will be evaluated in relation to the other students in the class. This information should be in writing in either the syllabus or contract.
8. Students will be expected to interact and **participate** fully. The percentage of grade to be based on participation is at the instructor’s discretion (unless there is a departmental rule).