Honors College Course Proposal Form Spring 2023 Seminars

Course Syllabus: submit your draft/provisional syllabus for the course with this proposal form.
Note: Need a Word version of this form? Click here.

Deadline: March 24th, 2022

Submit to: Todd Fraley, FRALEYT@ecu.edu

Please include a letter of support from your respective chair/department head.

PART A: PROPOSAL: Note that on this form, the space you see below any given item is not a limit or indication of how much space you can use to enter the required information. Use as much space as necessary.

1. **HONORS SEMINAR TITLE:** Be sure that the course title accurately reflects the nature of the course.

2. **INSTRUCTORS, schools or departments, colleges:** Give the name(s) and school/departmental and college affiliation(s) of faculty member(s) who will be teaching the course. Courses can be taught individually or team-taught. If you wish to team teach, both instructors should collaborate in planning the course and both will need permission from their respective unit heads to participate.

3. **Yes No** General Education Credit requested. If yes, please indicate the appropriate Competency area:
   
   ____ Humanities _____ Fine Arts _____ Social Sciences _____ Natural Sciences
   
   ____ Mathematics

   **NOTE:** A course can only receive General Education credit in one area. General Education credit assumes three contact hours per week in one General Education competency area. Interdisciplinary courses must structure their General Education learning outcomes and course content to satisfy this requirement. ECU’s General Education program does not have a stand-alone interdisciplinary competency area.

4. **Yes No** Diversity Credit. Note that a course cannot receive both domestic and global diversity credit. Diversity credit in either area assumes three contact hours per week in one area. If yes, please indicate the appropriate area:

   ____ Domestic _____ Global

   The following link takes you to the domestic and global diversity goals:
   http://www.ecu.edu/cs-acad/fsOnline/customcf/committee/as/12-75domesticandglobalcourse.pdf
5. ____ Yes ____ No SERVICE-LEARNING DESIGNATION. Are you requesting a service learning designation for this course? The service learning designation requires approval by the Service Learning Advisory Committee http://www.ecu.edu/cs-studentaffairs/volunteer/faculty-course_designation.cfm

6. FULL COURSE DESCRIPTION: Provide a clear and interesting course description that will get the students excited, but which accurately describes your course. If you are requesting General Education credit for the course, the fact that the course will address the General Education Competency requirements for its area should be made apparent in the course description. If the course has course-specific learning outcomes that are not addressed by stating the General Education, Diversity, Service learning and Writing Intensive learning outcomes, this should be made apparent in the course description. If you are requesting Diversity credit for the course (domestic or global), the fact that the course will address the diversity competency outcomes for one area should be made apparent in the course description. The following link takes you to the domestic and global diversity goals: http://www.ecu.edu/cs-acad/fsonline/customcf/committee/as/12-75domesticandglobalcourse.pdf If the course is to be a service-learning course, this should be made apparent in the course description. See: https://clce.ecu.edu/faculty/community-engaged-learning/

Since all Honors College seminars receive Writing Intensive credit, the fact that the course will meet the WI requirements should be made apparent in the course description. The following link takes you to the WI requirements: https://writing.ecu.edu/wac/about-wac/ecu-writing-outcomes/

The course description presented below must be included in your course syllabus.

7. CATALOG DESCRIPTION: One short paragraph, reflecting the course title and key elements in the full course description that appears above, and indicating each sort of credit requested (General Education, Diversity, Service Learning and Writing Intensive).

8. COURSE LEARNING OUTCOMES:

Using the format provided below, list all of your course learning outcomes. Using action verbs, course learning outcomes state what students will be able to do in virtue of successfully completing a course with a specific content (and pedagogy, if appropriate) and will reflect what was stated in the course description. Note that the stated learning outcomes establish the basis for the learning outcomes assessment of the course. Note that having numerous learning outcomes does not increase the number of outcomes assessed by the Honors College.

If the course is to receive General Education credit, some of the course learning outcomes must address explicitly the General Education Competency area program outcomes. If you have questions about this, contact the chair of the General Education and instructional Effectiveness committee.

If the course is to receive Diversity credit, some of the course learning outcomes must address explicitly either the domestic diversity competency outcomes or the global diversity competency outcomes. If you have questions, contact the chair of the General Education and instructional Effectiveness committee.
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Since all Honors College seminars receive Writing Intensive credit, some of the course learning outcomes must address explicitly the Writing Intensive requirements. If you have questions, contact the director of the Writing Intensive program.

If the course is a service-learning course, some of the course learning outcomes must address explicitly the service-learning requirements. If you have questions, contact the chair of the Service-Learning Advisory committee.

In addition to being stated in this proposal form, the learning outcomes listed below must be stated in the course syllabus. Any learning outcomes stated in the course syllabus must be listed below.

You may wish to review the instructions for your specific General Education area, with example outcomes for your area. You can obtain these instructions by emailing the chair of the General Education and Instructional Effectiveness committee.

Below and in the syllabus, all course outcomes are stated in one list. The order is as follows: General Education competency outcomes (if you are asking for General Education credit), course specific competency outcomes, diversity competency outcomes (if you are asking for either domestic or global diversity credit), writing intensive outcomes (required) and service learning outcomes. (If you are asking for service learning credit).

Format for listing below your course General Education student learning outcomes and other course student learning outcomes ("other" = course specific outcomes (required), diversity outcomes, if any, writing intensive outcomes (required), and service learning outcomes, if any):

In bold, insert the course prefix, followed by the course number, then “Course Student Learning Outcomes:” then the indented text below, changing the area designation as required (Fine Arts, Humanities, Natural Sciences, Social Sciences or Health Promotion and Health Related Physical Activity)]

“ABCD 1000 Course Student Learning Outcomes:

“Students are expected to master the following General Education Social Sciences, Course Specific, Global or Domestic Diversity, Writing Intensive and Service Learning student learning outcomes: (Social Sciences Competency = “SOC,” Course Specific Competency = “CSC,” Global or Domestic Diversity Competency = “GDC or DDC,” Writing Intensive Competency = “WIC” and Service Learning Competency = “SLC”). Students who have successfully completed this course are able to:”

1....(SCC1)
2....(SOC2)
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Using the format presented above, insert below your revision of the text above beginning with the course prefix (HNRS), course number and “Course Student Learning Outcomes” as shown above, followed by the indented paragraph above (revised to fit your area as necessary) and then by your list of course outcomes (an example is provided at the end of this form):

(Note that additional information is required to be in the syllabus. See the instructions from the chair of the General Education and Instructional Effectiveness committee and the example at the end of this form.)

9. _____ Yes _____ No Lab Requirement: If a Natural Science course is being proposed, determine if a laboratory is essential to the subject and course goals and indicate if one will be offered. Please note that there is no additional funding provided for the teaching of a lab, and if one is offered, it must be required as part of the course.

10. Plan for Meeting the Writing Intensive Requirements: Because each honors seminar is designated as Writing Intensive (WI), you will need to specify how you will address the university’s five student learning writing outcomes. Explain how the projects and activities in your course enable students to meet these five student learning writing outcomes. Please consult the notes (at the links below) provided by the Writing Across the Curriculum Committee as you plan your syllabus: [http://www.ecu.edu/cs-acad/fs/Acad/Fsonline/customcf/committee/wc/WIchangesMemoApril2014.pdf](http://www.ecu.edu/cs-acad/fs/Acad/Fsonline/customcf/committee/wc/WIchangesMemoApril2014.pdf) and [http://www.ecu.edu/cs-acad/fs/Acad/Fsonline/customcf/committee/wc/procedures.pdf](http://www.ecu.edu/cs-acad/fs/Acad/Fsonline/customcf/committee/wc/procedures.pdf). Faculty teaching WI courses must require students to upload a writing sample and a writing self-analysis to their University Writing Portfolios (UWPort) for WAC program assessment purposes. Please make explicit these requirements in your proposal.

11. Credentialing: Explain how the faculty member(s) is/are academically credentialed within the discipline(s) being covered in the seminar. Faculty offering seminars General Education must be capable of being credentialed in the General Education Competency area of the course.

12. Previous Seminar(s) (This information is for use by the college in assessment; it is not a requirement for selection.)

13. Workshops attended relevant to this proposal (not a requirement).
PART B: BUDGET

BUDGET: The Honors College encourages innovative approaches to the delivery of seminars. Some instructors have incorporated guest speakers, field experiences and other events or activities. If you decide to use any special events or speakers that require additional funding, a budget outlining projected costs and potential sources of funding must be submitted along with the course proposal. The College has limited funding available to assist with such expenditures.

a. ___ Yes ___ No Will this seminar require funding?

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<th>ITEM OR EXPERIENCE (IN ORDER OF PRIORITY)</th>
<th>BRIEF DESCRIPTION OF HOW COST ESTIMATE WAS OBTAINED</th>
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Please include any notes about the budget that would be helpful for the reviewers.

PART C: HONORS SEMINAR SYLLABUS: Include a draft, provisional syllabus with this proposal. The syllabus will contain standard information, including course description, course learning outcomes, required and recommended course materials and grading policy. If your course is selected, you will provide the Honors College with a final “for the record” syllabus that includes a weekly plan.

Below is an example of course learning outcomes that follows the format presented. This example is from a syllabus for a Spring 2018 Social Sciences Honors Seminar. This example contains the additional introductory text about General Education required in the syllabus that is not required in the list of course outcomes presented above.

“Social Sciences Competency

Courses in the Social Sciences introduce students to the study of the psychological, social and cultural dimensions of individuals and groups. Students learn to seek knowledge for its own sake as well as for its application. Courses provide students with the knowledge necessary to solve problems in the Social Sciences and in scholarly fields that apply the methods used in the Social Sciences. They introduce students to the theoretical, analytical, and methodological techniques and perspectives of Social Sciences that advance the understanding of individual
and group behavior. Scholarly study in the Social Sciences provides students with the foundation for understanding real-world problems necessary for meaningful participation in society. Courses in the Social Sciences develop the intellectual abilities, knowledge and skills that students need to become broadly informed, to participate in interdisciplinary scholarship, and to be successful in their professional specialization.

The following program learning outcomes define the Social Science Competency.

Students who have completed the General Education Social Sciences requirements can:

1. Apply discipline specific knowledge in the social sciences to explain the key factors that shape social institutions, structures, and processes that shape human behavior and social interaction.

2. Explain how cultural and historical contexts influence individual behavior, society or culture.

3. Apply discipline specific theories and modes of inquiry in the social sciences to analyze social contemporary behavioral or cultural issues.

"HIST 2300 Course Learning Outcomes"

Students are expected to master the following General Education Humanities, Course Specific, Global Diversity and Writing Intensive student learning outcomes: (Humanities Competency = “HUC,” Course Specific Competency = “CSC,” Global Diversity Competency = “GDC,” and Writing Intensive Competency = “WIC.”) Students who successfully completed this course are able to:

1. Distinguish historical scholarship from other types of work and describe how works such as Ienaga Saburo’s *The Pacific War, 1931-1945* and Michael Hogan’s *Hiroshima in History and Memory*, Lifton and Mitchell’s *Hiroshima in America* and Dower’s *War Without Mercy* address a major event in human history: the World War II atomic bombing of the Japanese cities of Hiroshima and Nagasaki. (HUC1)

2. Apply the critical methods of historical scholarship to evaluate the significance to humanity of the atomic bombing of Hiroshima and Nagasaki, distinguishing between primary and secondary sources and reflecting the importance of primary sources in original research, reflecting the difference between deontological, utilitarian, pragmatic, virtue, and normative theories of morality and reflecting issues in applied and meta-ethics. (HUC2)

3. Apply historical scholarship addressing the atomic bombing of Hiroshima and Nagasaki to contrast their understanding of the moral and other significance to humanity of these events with that of the authors’ of the work studied during the course. (HUC3)

4. Distinguish and describe the use of filmed interviews and cartoons in documentaries about Hiroshima and the development of the atomic bomb – as with *The Day After Trinity* and John Dower’s *War Without Mercy* – from the numerous historical “recreations” and historical dramas that claim to be “based on history,” but are clearly little more than historical fiction. (CSC)
5. Describe the methodologies, principles, and concepts of literature, as exemplified in e Kenzabur ’s The Crazy Iris and White Flash/Black Rain. that are relevant to grasping the cultural significance of the bombings of Hiroshima and Nagasaki. (CSC)

6. Describe the methods, principles, and concepts utilized in scholarship addressing art that are relevant to the videotaped words of two of the premier Hiroshima artists, Toshi and Iri Maruki, in Hellfire: A Journey from Hiroshima. (CSC)

7. Describe the ethical nuances of Hiroshima and Nagasaki, distinguishing five types of Moral theory (deontological, utilitarian, pragmatic, virtue, and normative) and issues related to applied and meta-ethics. (CSC)

8. Describe the contributions of literature, film, and language study (in contrast to History) to scholarship addressing the bombing of Hiroshima and Nagasaki, as highlighted through readings like e Kenzabur ’s The Crazy Iris and an anthology of women’s poems, White Flash/Black Rain and viewings of films such as The Day After Trinity, The Atomic Caf, and Hellfire: A Journey from Hiroshima. (CSC)

9. Explain, verbally and in writing, the history of Hiroshima and Nagasaki before and after the bombings (CSC)

10. Explain, verbally and in writing, theories regarding why the atomic bomb was developed (CSC)

11. Explain, verbally and in writing, theories as to why it was dropped on Hiroshima and Nagasaki (according to scholars, commentators, and historical agents), and the state of general knowledge regarding the use of the atomic bomb. (CSC)

12. Explain, verbally and in writing, how Hiroshima and Nagasaki are treated in fiction, poetry, short stories, art, and film in Japan and globally. (CSC)

13. Explain, verbally and in writing, the ethical and moral issues and perspectives relevant to the bombings in history and as events that might shape the future of humanity. (CSC)

14. Explain, verbally and in writing, perspectives on Hiroshima and Nagasaki held by Japanese and Americans. (CSC)

15. Explain, verbally and in writing, research methodologies related to the study of Hiroshima and Nagasaki. (CSC)

16. Explain discursively how Japanese cultural beliefs about the Japanese people, their nation, their spirituality, their “national ethics,” and their national destiny led them into a global war climaxing in the atomic bombing of Hiroshima and Nagasaki and narrate how Japanese have reinvented themselves and their cultural beliefs in the postwar period to emphasize a more pacifist course in the national and global arenas. (GDC1)

17. Explain dimensions of Japanese thinking about the atomic bombing of Hiroshima and Nagasaki as developed from multiple perspectives, including those of Americans, Europeans, Chinese, Korean, and those of the Asia-Pacific realm, both before and after WWII. (GDC2)

18. Produce a journal of at least 30 pages that investigates complex, relevant topics and addresses significant questions through engagement with and effective use of credible sources related to the atomic bombing of Hiroshima and Nagasaki. (WIC1)

19. Produce formal/academic writing on Hiroshima and Nagasaki that reflects an awareness of context, purpose, and audience, particularly within the written genres of their major disciplines and /or career fields. (WIC2)

20. Demonstrate, through their journals and the formal academic writing assignment, that they understand writing as a process that can be made more effective through drafting and revision. (WIC3)

21. Proofread and edit their own formal writing. Students will also read each other’s writings and critique them as part of the seminar. (WIC4)

22. Assess and explain the major choices that they make in their journal writing and in their more formal academic writing. (WIC5)"