



# Guidelines for Honors Colloquia

## Course Proposal Information

Faculty who wish to teach in the Honors Program must fill out the appropriate Course Proposal form. The Honors Committee will review and make decisions concerning course proposals.

It is important to note that the Honors Program privileges courses that actively involve students in the following skills:

1. Collaborative work
2. Creative thinking
3. Critical thinking
4. Experiential learning
5. Interdisciplinary components
6. Oral or written communication
7. Problem solving

## Capability of the Students

The basic premise is that native intellectual ability and a generally strong high school education equip Honors students with greater-than-average potential for academic achievement at the College. They are typically bright, motivated, and conscientious students, disposed to mutually supportive sociality. They learn quickly and are often capable of sophisticated levels of performance. Still, they are not exempt from the need to master fundamental ideas and skills. Do not hesitate to challenge them, but do not assume that the fundamentals are already intact.

## Role of the Teacher

Those who teach Honors courses are acknowledged to be well prepared in the subject matter of the course; they "know their stuff." The real challenge in an Honors course is to further fan the passion for learning with which students arrive. In some cases this may require disquieting their preconceptions of their own abilities in order to help them to a more seasoned awareness of what it is to practice lifelong learning. Your creative capacity may be tested. It is important to provide imaginative ways for Honors students to respond to the subject matter. There are likely as many ways to achieve this as there are different teachers. Nonetheless, there are a few proven predictors of success. Group discussion should be included. Expect students to come prepared to share ideas gained through reading and other assignments. Also, hold them to a high standard. It is essential that the quality of Honors education not be compromised by teaching at the level of those who are only casually prepared.

## Work Load

The minimum standard for student performance should be higher in an Honors course. Students can be assigned a greater volume and diversity of material, and you can reasonably require higher quality in your students' work. There is particular need for opportunities that allow them to develop writing and quantitative skills. Honors students should write frequently, and their writing should be subjected to rigorous evaluation, preferably of more than single drafts. Likewise, Honors students should have multiple opportunities to apply quantitative skills with appreciable rigor.

**HONORS COURSES  
2000 - Present**

<b>Academic Year</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
1999-2000	<ul style="list-style-type: none"> <li>• ENG 111 - Principles of Writing</li> <li>• CHE 111/141</li> <li>• BIO 101/141</li> <li>• CIS/IDS 944 - Navigating for Information</li> <li>• IDS 100 - Appreciation of Fine Arts</li> <li>• REL 944 - Apocalypse: Then &amp; Now</li> </ul>	<ul style="list-style-type: none"> <li>• ENG 111 - Principles of Writing</li> <li>• ECON 211 - Microeconomics</li> <li>• HIS 102 - Modern Western Civilization</li> <li>• IDS 941 - Myth, Fable, &amp; Folklore</li> <li>• HIS/SOC 943 - Intro to Native American History and Culture</li> </ul>
2000-01	<ul style="list-style-type: none"> <li>• ENG 111 - Principles of Writing</li> <li>• CHE 111/141</li> <li>• BIO 101/141</li> <li>• HIS 102 – Modern Western Civilization</li> <li>• MAT 299 – Calculus Lab</li> <li>• MAT 946 – Modeling the Environment</li> <li>• PSY 100 – Intro to Psychology</li> <li>• POL 309 – Politics of the Vietnam Era</li> <li>• REL 944 – Apocalypse: Then &amp; Now</li> </ul>	<ul style="list-style-type: none"> <li>• ENG 111 - Principles of Writing</li> <li>• ECON 210 - Macroeconomic Principles</li> <li>• HIS 102 - Modern Western Civilization</li> <li>• ART/HIS 948 - Visualizing America</li> <li>• CIS 949 - Digital Society</li> <li>• ENG 942 - Romantic Comedy</li> <li>• HIS/SOC 943 - Intro to Native American History and Culture</li> </ul>
2001-02	<ul style="list-style-type: none"> <li>• ENG 111 - Principles of Writing</li> <li>• CHE 111/141</li> <li>• BIO 101/141</li> <li>• MAT 290 - Calculus Lab</li> <li>• PSY 100 - Intro to Psychology</li> <li>• COM/HIST 945 - Holocaust Experiences</li> <li>• IDS/SCI 944 - Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• ENG 111 – Principles of Writing</li> <li>• ECON 101 - Microeconomics</li> <li>• HIST 102 – Modern Western Civilization</li> <li>• BIO 942 – Honors Biology Module</li> <li>• MATH 940 – College Algebra with Modeling</li> <li>• REL 945 - Jesus at the Movies</li> <li>• ART/ENG 942 – Modernism in Art and Lit</li> </ul>
2002-3	<ul style="list-style-type: none"> <li>• ENG 111 - Principles of Writing</li> <li>• CHE 111/141</li> <li>• BIO 101/141</li> <li>• MAT 290 - Calculus Lab</li> <li>• PSY 100 - Intro to Psychology</li> <li>• BIO/POL – Bio-terrorism</li> <li>• IDS 946 – What’s New(s)?</li> </ul>	<ul style="list-style-type: none"> <li>• ENG 111 – Principles of Writing</li> <li>• ECON 100 - Macroeconomics</li> <li>• HIST 102 – Modern Western Civilization</li> <li>• BIO – Honors Biology Module</li> <li>• MATH 245 – Statistics</li> <li>• ENG 940 – Romantic Comedy</li> <li>• HIS/SOC 940 - Intro to Native American History and Culture</li> </ul>
2003-04	<ul style="list-style-type: none"> <li>• ENG 111 - Principles of Writing</li> <li>• CHE 111/141</li> <li>• BIO 101/141</li> <li>• MAT 290 - Calculus Lab</li> <li>• PSY 100 - Intro to Psychology</li> <li>• Eng 947: In Search of "American literature" Britt</li> <li>• Art 947/Science 947: Art and Anatomy</li> </ul>	<ul style="list-style-type: none"> <li>• ENG 111 – Principles of Writing</li> <li>• HIST 102 – Modern Western Civilization</li> <li>• BIO – Honors Biology Module</li> <li>• MUS 945: Popular Music – Jack Roller</li> <li>• REL 945: Jesus at the Movies - Page</li> </ul>

2004-05	<ul style="list-style-type: none"> <li>• ENG 111 - Principles of Writing</li> <li>• CHE 111/141</li> <li>• BIO 101/141</li> <li>• MAT 290 - Calculus Lab</li> <li>• PSY 100 - Intro to Psychology</li> <li>• ART -- Matisse, Picasso &amp; The School of Paris</li> <li>• IDS 946 – What’s New[s]?</li> </ul>	<ul style="list-style-type: none"> <li>• ENG 111 – Principles of Writing</li> <li>• ECON 101 - Microeconomics</li> <li>• HIST 102 – Modern Western Civilization</li> <li>• BIO – Honors Biology Module</li> <li>• MATH 245 – Statistics</li> <li>• BIO/CHE – The Science Behind CSI</li> <li>• HIS/SOC 940 - Intro to Native American History and Culture</li> </ul>
2005-06	<ul style="list-style-type: none"> <li>• ENG 111 - Principles of Writing</li> <li>• CHE 111/141</li> <li>• BIO 101/141</li> <li>• MAT 290 - Calculus Lab</li> <li>• PSY 100 - Intro to Psychology</li> <li>• PSY/ENG Memory &amp; Memoir – OdeKirk/Dearlove</li> </ul>	<ul style="list-style-type: none"> <li>• ENG 111 – Principles of Writing</li> <li>• HIST 102 – Modern Western Civilization</li> <li>• BIO – Honors Biology Module</li> <li>• MATH 245 – Statistics</li> <li>• ENG - Romantic Comedy</li> <li>• COM/HST Holocaust Experiences (Happer)</li> </ul>
2006-07	<ul style="list-style-type: none"> <li>• ENG 111 - Principles of Writing</li> <li>• CHE 111/141</li> <li>• BIO 101/141</li> <li>• MAT 290 - Calculus Lab</li> <li>• PSY 100 - Intro to Psychology</li> <li>• IDS 946 – What’s New(s) – Webb &amp; Rose</li> <li>• Global Capitalism &amp; Ethical Values - York &amp; Benko</li> </ul>	<ul style="list-style-type: none"> <li>• ENG 111 – Principles of Writing</li> <li>• CORE 100 – Context of Culture - Britt</li> <li>• HIST 103 – The World in the 20<sup>th</sup> Century-Vitarbo</li> <li>• BIO – Honors Biology Module-Cuffney</li> <li>• HIS/SOC/REL - Intro to Native American History and Culture – Kincheloe &amp; McClintock (possible service learning)</li> <li>• BIO/CHE – Science Behind CSI</li> </ul>
2007-08	<ul style="list-style-type: none"> <li>• ENG 111 - Principles of Writing</li> <li>• CHE 111/141</li> <li>• BIO 101/141</li> <li>• MAT 290 - Calculus Lab</li> <li>• PSY 100 - Intro to Psychology</li> <li>• <i>What(s) News?</i> – Webb/Rose TH 5-6:20pm</li> <li>• MW 2-4:50 CORE 94X <i>SubSaharan Africa</i> Mecham</li> </ul>	<ul style="list-style-type: none"> <li>• ENG 111</li> <li>• CORE 100</li> <li>• HST 103</li> <li>• BIO module</li> <li>• PSY/ENG Memory &amp; Memoir – OdeKirk</li> <li>• The State of the Arts – Rodgers &amp; Bailey</li> </ul>
2008-09	<ul style="list-style-type: none"> <li>• ENG 111 - Principles of Writing</li> <li>• CHE 111/141</li> <li>• BIO 110/151</li> <li>• MAT 290 - Calculus Lab</li> <li>• PSY 100 - Intro to Psychology</li> <li>• IDS941 - Thinking the Digital Self—Benko &amp; Duncan</li> <li>• IDS946 – What’s New[s]?—Webb &amp; Rose</li> </ul>	<ul style="list-style-type: none"> <li>• ENG 111</li> <li>• CORE 100</li> <li>• HST 103</li> <li>• BIO module</li> <li>• HIS 270/SOC/REL - Intro to Native American History and Culture – Kincheloe &amp; McClintock (possible service learning)</li> <li>• BIO/CHE – Science Behind CSI (last rotation)</li> </ul>

## Meredith College Honors Program Course Proposal Form

### Course Information (attach Narrative Course Description to this form)

In the narrative for Honors course description, you are invited to discuss the following aspects of the course (this list is intended to help you create your narrative; it is not necessary to discuss every item listed):

- How is this course different from a regular section of the course?
- What topics will make up the content of the course—what order will you cover your topics?
- What type of activities (in and out of the classroom) will you use for the course?
- What types of assignments will be used in the course?

1. Title of proposed course (include departmental prefix and course number):

\_\_\_\_\_

2. Academic semester for which the course is proposed:

Fall     Spring

3. Proposed schedule (days and time): \_\_\_\_\_

4. Special resources (list any resources which may require special arrangements such as equipment, a field trip, a speaker, or a special classroom)

\_\_\_\_\_

\_\_\_\_\_

5. Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Signature(s) of Faculty Member(s) \_\_\_\_\_

Signature of Department Head \_\_\_\_\_ Date \_\_\_\_\_

Signature of Dean \_\_\_\_\_ Date \_\_\_\_\_

### Decision of the Honors Committee

Accepted     Accepted with Revisions     Accepted but Delayed     Declined