**HNRS 120 Course Proposal Form** May 2017

**Please “Save As” on your own drive or folder. This document and the course syllabus are then uploaded on the Course Proposal Form page on the college’s website. Detailed descriptions of course requirements and learning outcomes for HNRS courses are available there or from the Honors or General Education Directors.**

1. **Name of person completing this form**: Click here to enter text.
2. **Section Title:** Click here to enter text.
3. **Section description for the COL including a central question or questions to be addressed in the course. Students are the primary audience for this description. Do not include details so specific that they are likely to change from year to year.** **Maximum length = 150 words.**  
   Click here to enter text.
4. **Anticipated instructor(s):** Click here to enter text.
5. **Beyond standard classrooms, does this course require any additional resources, library holdings, or equipment? If so, please describe what is needed and which program or budget will be responsible for these.**  
   Click here to enter text.

**Requirements common to HNRS & INQ 120**

1. **Describe the types of ethical issues addressed in this course. Give an example of how students will be able to explain, analyze, and apply ethical arguments in the course. How will the course incorporate conceptions of the good life or what it means to be a good person?**

Click here to enter text.

1. **Two oral presentations are required. Describe the number and types of oral presentations that students will deliver in this class as well as how you will teach oral presentation skills.**

Click here to enter text.

1. **Describe the amount and type of writing students will do.**

Click here to enter text.

1. **Describe the instruction in or support for writing process that you will provide.**

Click here to enter text.

1. **What makes this course a “focused inquiry” (see Guidelines document on web)?**

Click here to enter text.

**Requirements specific to HNRS**

1. **HNRS courses should include assignments and readings that are more challenging or more sophisticated than would be used in equivalent non-Honors courses. Please describe how this occurs in your course.**

Click here to enter text.

1. **HNRS courses require students to make connections between course content and personal, civic, or global issues. Describe how you will accomplish this.**

Click here to enter text.

1. **HNRS courses require students to engage with a community beyond the classroom. This engagement should be significant, equivalent to a minimum of several hours of class time or a significant graded assignment. Describe how this occurs in your course.**

Click here to enter text.

**Global requirement—complete this section only if you are requesting Global Designation**

1. **Which Global Perspective learning outcome will this course address?**

Choose an item.

1. **Describe assignments and pedagogies that help students develop the analysis skills needed for the specific the learning outcome you chose. Be specific in your description and the placement of these assignments in the course schedule. BE SURE THAT THESE ASSIGNMENTS SHOW IN YOUR SYLLABUS.**

Click here to enter text.

1. **Describe the assignment that will be used in this course that will allow the faculty member to assess this learning outcome.**

Click here to enter text.

**Feel free to add any additional information or comments you would like to share with HonPAG and GEC.**