

**Section 1. Proposed Course Outline** (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions mustinclude this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **HON 202\_H** Full Course Title for print catalog:**Honors Capstone Seminar**

Abbreviated Course Title for Banner:**Honors Capstone Seminar** (30 character limit)

Prerequisites: HON 201\_H Honors: Invitation to Inquiry

Co-requisites:

Grade Option:  Graded (with P/NP option)   Pass/No Pass only

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| --- | --- | --- | --- |
| **Number/Type Credits** | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
| **\_4\_**Lecture | 40 hours (lecture credits x 10) | 48 hours (lecture credits x 12) | 44 hours (lecture credits x 11) |
| Lec/Lab | hours (lec-lab credits x 20) | hours (lec-lab credits x 24) | hours (lec-lab credits x 22) |
| Lab | hours (lab credits x 30) | hours (lab credits x 36) | hours (lab credits x 33) |
| 4 **Total credits (sum)** | 40 **Total hours (sum)** | 48 **Total hours (sum)** | 44 **Total hours (sum)** |

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| --- | --- | --- | --- |
| **Course Description (300 character limit):**  Honors Capstone Seminar develops advanced undergraduate group research skills including planning, and presenting research findings at, a community-wide academic symposium. It also advances the level of critical thinking, effective communication, and applied learning in student ePortfolios. | | | |
|  | | | |
| **Course Outcomes and Proficiencies** | | | **Assessments Planned** |
| What will the student ***know*** or ***be able to do*** at the end of the course?  What ***attitudes*** related to the subject will the student hold? | | What evidencewill demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.) | |
| **Upon successful completion of this course, the student will:** | **How each outcome will be assessed:** | | |
| 1. Engage in, and successfully collaborate with peers on, a group research project | In-class group activities and interactions, peer review, group assignments, group research project, symposium | | |
| 1. Evaluate the types of evidence appropriate for different research questions. | Class discussions, group annotated bibliography, group research project | | |
| 1. Articulate the relationship between research questions, data sources, and research methods. | Class discussions, group research project prospectus, group annotated bibliography | | |
| 4. Apply the research process for their group’s line of inquiry:  --Effectively identify information needs and methods of gathering the information that meets those needs (including discipline-specific resources);  --Use library resources, online databases, and the Internet to locate information;  --Evaluate information for relevance, accuracy, and reliability.  --Define project’s scope and refine thesis based on evidence available and time allotted | Class discussions, group annotated bibliography, group research project, symposium | | |
| 5. Use direct contact as a data source and communicate effectively to elicit data from the source for their research project. | Interviews, surveys, and/or scholar biography as appropriate for the group research project | | |
| 6. Evaluate potential modes of communicating research findings and effectively communicate findings to the appropriate audience in a professional setting | Class discussions, group research project, symposium | | |
| 7.Think critically about research by identifying and testing assumptions held personally and by the audiences for the group’s research topic | ePortfolio, class discussions, textual analysis assignments, group research project, symposium | | |
| 8.Use discipline-specific documentation and citation formats | Group annotated bibliography | | |
| 9.Assess his or her growth in critical thinking, knowledge, research skills, and group process skills | ePortfolios, class discussions, self-assessment | | |
| 10.Use an ePortfolio to demonstrate critical thinking, effective communication, and applied learning | ePortfolio | | |
| 11. Confidently engage in a community of scholars | ePortfolio, symposium | | |

**Course Content by Major Topics**What topics will be presented? What are the main activities of the course? What are the central themes?

(See sample at <http://www.lanecc.edu/cops/format3.htm>.)

**Topics:**

|  |  |
| --- | --- |
| **Wk** | **Topics** |
| **1** | Viable research topics (activities: topic proposals; assembling potential research groups by fields of study) |
| **2** | Determining, locating, and evaluating relevant sources (activities: group annotated bibliography) |
| **3** | Claims, premises, and warrants: some tools for critical reading and writing strong arguments |
| **4** | Counterarguments |
| **5** | Planning research: group roles and responsibilities, timelines, and workplaces; review/revise project rubric |
| **6** | Writing with the end in mind: introductions, conclusions, honest and direct writing |
| **7** | Tips for good presentations; symposium planning |
| **8** | Collaboration and coaching: Discuss issues and problems. |
| **9** | Organize symposium. |
| **10** | Present findings in research symposium and/or poster session formats. |
| **11** | ePortfolios (activities: adding signature pieces and reflections to their ePortfolios) |
| **12** | Final assessment: seminar de-brief, self-evaluation and seminar evaluation |

**Section 2. Proposal Information**

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| --- | --- | --- |
| **Course Developer:** | **Type of Proposal** | **Type of Course:** |
| Ce Rosenow | X New course | Lower Division Collegiate (transfer) |
| Date: 9/15/13 | X Currently 199 or 299 | Professional/Technical (required or elective) |
| Catalog year to take effect: | Experimental Course | Developmental, numbered below 100 |
| 2013-2014\_\_X\_ | 199 Special Studies |  |
| 2014-2015\_ | 299 Trends |  |
|  | Revised course (If increasing credits, use credit change form) | |
|  | Reactivated course with no change | |
|  | Reactivated course with changes | |

**Rationale:**

|  |
| --- |
| How does this proposal further the goals of the program or department? |
| This course is one of two required seminars for Honors Program students. The course assists students in all fields of study to develop critical thinking and communications skills at a high level. |
| What assessment evidence supports this proposal? |
| Research into Honors Programs around the country support the need for strong preparation in research, information literacy, clear writing and presentation skills. Faculty in the Writing program and in the Library support the need for extensive practice for all students and particularly those with strong academic motivation. |
| How do you know there is a demand for this course? |
| The Honors Program design requires this course and this course was taught as a 299 Spring of 2012 and 2013. |

**Section 3. Curriculum Equity (**[**http://www.lanecc.edu/cops/curric.htm**](http://www.lanecc.edu/cops/curric.htm)**)**

**To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane’s Curriculum Equity policy in the following way(s):**

Students will consider the role of cultural influences on how knowledge is attained and interpreted over the course of a research project. They will consider that different fields of study represent cultures of knowing, which influence our assumptions about what is valid and what is not. Students will work in small groups, requiring culturally competence in their interactions.

**Section 4. For revised courses only: PREVIOUS Catalog/Course Information:**

Course Number:Course Title in Banner:(30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option:  Graded (with P/NP option)  Pass/No Pass only

|  |  |  |  |
| --- | --- | --- | --- |
| **Number/Type Credits** | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
| Lecture | hours (lecture credits x 10) | hours (lecture credits x 12) | hours (lecture credits x 11) |
| Lec/Lab | hours (lec-lab credits x 20) | hours (lec-lab credits x 24) | hours (lec-lab credits x 22) |
| Lab | hours (lab credits x 30) | hours (lab credits x 36) | hours (lab credits x 33) |
| **Total credits (sum)** | **Total hours (sum)** | **Total hours (sum)** | **Total hours (sum)** |

**Course Description:**

What will change? Course Number Title Course Description Credit hours Contact hours

**Section 5. Support Courses(New Professional/Technical course proposals must complete.)**

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

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| --- | --- |
| Program | Division |
|  |  |
|  |  |

**Section 6. Overlap Courses(New course proposals must complete.)**

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of two options at right. Note: N/A is not an option.

Options:

1. No overlap.

2. Approved: overlap is acceptable. Rationale attached.

3. Disapproved: reasons attached.

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| --- | --- | --- | --- | --- | --- |
| Division | Course Number / Title | % Overlap | Option | Division Deanof existing course (Signature required for all options) | Date |
| LLC | WR 121, 122, 123; HON 201\_H | 20% | 2 |  |  |
|  |  |  |  |  |  |

Overlap Rationale: HON 202\_H reinforces skills taught in WR 121, 122, 123, and HON 201\_H.

**Section 7. Qualification to fulfill degree requirements** (complete all relevant forms, available at <http://www.lanecc.edu/currsched/index.html>and send to Mary Brau for the Degree Requirements Review Committee):

Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

**AAOT, ASOT-Bus, OTM:**

Arts & Letters

Social Sciences

Science /Computer Science

Mathematics

**AAOT:**

Cultural Literacy Option

**AAS, 1-year and 2-year certificates:**

Human Relations

**Section 8. Library Impact Statement**

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

**What assignments will require the use of library and information resources?**

The major work of the course is a set of research projects, completed by groups of students working collaboratively. This work will use library and information resources extensively and require coaching by reference library faculty who will engage with students.

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

**To be completed by Liaison Librarian:**

Library resources are adequate to support this proposal.

Additional resources are needed but can be obtained from current funds.

Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian Date

**Section 9. Divisional Approval**(To be completed by Division Chair and Administrative Assistant)

**Human, Physical, and Financial Resources:**

Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding:

X No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.  
Explain: Current faculty will be teaching this course.

**Required Certifications:**

We have developed minimum course certification standards according to the COPPs procedure “Instructor Qualifications: Credit,”to be filed with ASA upon course approval.

We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with ASA and Human Resources upon course approval.

Administrative Assistant/Coordinator Date

**Fees:**

We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, “Fees: Special”

No special fees will be required for this course.

**Divisional Recommendation:**

The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

Faculty review of this course was completed within the division on 2/14/12(date). Honors Leadership team members and Writing faculty members reviewed this proposal.

Pass  Do Not Pass

Academic Dean Date

**Section 10. College Approval**

     

Curriculum Committee Chair Date Executive Dean for Academic Affairs Date

Curriculum Approval Committee hearing:       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Vice President for Academic & Date

Student Affairs