1. **COURSE ID:** IDST 104  
   **TITLE:** Sciences Honors Seminar II  
   **Semester Units/Hours:** 2.0 units; a minimum of 32.0 lecture hours/semester  
   **Method of Grading:** Letter Grade Only  
   **Recommended Preparation:**  
   IDST 101 or IDST 102

2. **COURSE DESIGNATION:**  
   Degree Credit  
   Transfer credit: CSU

3. **COURSE DESCRIPTIONS:**  
   **Catalog Description:**  
   For continuing Honors Project students with a concentration in the Sciences Cluster, this seminar further develops their mastery of interdisciplinary theory, research methodologies and critical inquiry. Students are introduced to incorporating primary sources as they develop and complete a more advanced scholarly project based upon the content of the transfer course they have linked to the seminar. Emphasis on mentoring IDST102 students, and the pursuit of more original and independent research.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
   Upon successful completion of this course, a student will meet the following outcomes:  
   1. Collaborate with students from different disciplines.  
   2. Mentor students in scientific research and its application.  
   3. Complete and evaluate an interdisciplinary research project.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
   Upon successful completion of this course, a student will be able to:  
   1. Collaborate with students from different perspectives.  
   2. Mentor students in scientific research and its application.  
   3. Complete and evaluate an interdisciplinary research project.

6. **COURSE CONTENT:**  
   **Lecture Content:**  
   This course is a two-unit, interdisciplinary honors seminar for continuing Honors Project students, with a concentration in the Sciences Cluster. Honors students enrolled in the course develop and complete an advanced scholarly project for an appropriate transfer course they are co-enrolled in. (If approved by the transfer course instructor, this project earns the student honors credit for that chosen transfer course.) Students are introduced to incorporating primary sources as they further develop their mastery of interdisciplinary research methodologies and critical inquiry. Another component of the course is developing mentoring skills for IDST 102 students (IDST 102 and 104 will be cross-listed, and meet together with one instructor). By sharing their experiences in 101 or 102, 104 students learn how to create productive conversations across a variety of disciplines, as well as how to guide 102 students to successfully complete research project assignments. Lastly, the course builds upon skills learned in IDST 102 by guiding students to pursue more original interdisciplinary scholarly projects. These projects may be linked to the seminar theme, but there is more freedom for students to discover their own analytical angle into the coursework of their linked transfer course.  
   Like IDST 102, the course prioritizes developing, expanding and refining each student’s honors project. With an emphasis on second-time, seasoned students being more involved in mentoring new students, course work and assignments would instruct students in how to:  
   - lead small group activities around interdisciplinary seminar theme  
   - mentor students in project proposal and development  
   - model research skills through class presentation  
   - explain and engage students in primary source research  
   - model relating bibliography to project thesis  
   **Lab Content:**  
   None  
   **TBA Hours Content:**
Honors Content:
- Mentoring of students
- Basic primary source research skills
- Scholarly seminar theme
- Advanced project development and topics
- Advanced analytical writing
- Seminar participation, responsibility and presentation

7. REPRESENTATIVE METHODS OF INSTRUCTION:
Typical methods of instruction may include:
- A. Lecture
- B. Activity
- C. Discussion
- D. Experiments
- E. Field Experience
- F. Field Trips

8. REPRESENTATIVE ASSIGNMENTS
Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:
- Interdisciplinary seminar theme critiques
- Project proposal
- Annotated bibliography
- Project outline
- Feedback/workshop exercises
- Interdisciplinary seminar theme questions/activities for mentoring students
- Drafts of research project
- Evaluation criteria

Reading Assignments:
- Interdisciplinary seminar theme readings, including outside research related to seminar theme readings
- Readings on mentoring skills and strategies
- Readings on primary source research skills
- Outside readings for project topic

Other Outside Assignments:
- Library research assignments
- Web research assignments
- Field trips

9. REPRESENTATIVE METHODS OF EVALUATION
Representative methods of evaluation may include:
- A. Class Participation
- B. Class Work
- C. Group Projects
- D. Homework
- E. Oral Presentation
- F. Papers
- G. Research Projects

10. REPRESENTATIVE TEXT(S):
Possible textbooks include:

Origination Date: October 2013
Curriculum Committee Approval Date: March 2014