

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 2/9/12

Department: PHIL Number: 329

Course Title: Honors Project Seminar Units: 2

Total Semester Hours Lecture: 32 Lab: Homework: 64 By Arrangement:

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

Faculty Load Credit (To be completed by Division Office; show calculations.):

32/16 = 2 flcs

- 1. Prerequisite** (Attach Enrollment Limitation Validation Form.)
None
- 2. Corequisite** (Attach Enrollment Limitation Validation Form.)
None
- 3. Recommended Preparation** (Attach Enrollment Validation Form.)
None
- 4. Catalog Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

329 HONORS PROJECT SEMINAR (2) *Minimum of 32 lecture hours per term.* Interdisciplinary seminar designed for students admitted into the honors program. Students develop honors level scholarly projects corresponding to a selected transfer course in which they are concurrently enrolled. Intensive instruction in diverse research methods; emphasis on collaboration and various strategies for achieving academic excellence. May be taken three times for a maximum of 6 units. (AA, CSU)
- 5. Class Schedule Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

Same as above
- 6. Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

- 1) identify different types of scholarly projects and different methods for completing scholarly projects;
- 2) complete the distinct stages of a scholarly project appropriate for the discipline
- 3) Work with other students from different disciplines and diverse educational goals on processes of project development.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. In this case, "Same as Student Learning Outcomes" is appropriate here.*)

Same as Student Learning Outcomes.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, a sample course syllabus with timeline may be attached.)

Course content is determined by the honors seminar instructor and the foundation course instructors to complement, enhance and support the theme of the seminar or the research topics of students. Typically, research topics should be an extension and application to specific questions of the normal content of the foundation course, or possibly material just beyond the normal content of the foundation course. Content of the research seminar can thus consider conceptual and methodological issues raised by the specific research topics considered. Students are expected to show a mastery of the theoretical, methodological and/or artistic questions associated with their research topic (often by giving at least one public presentation of their topic, with opportunity for questions), and the course content is to be designed to help honors students attain this mastery.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. **If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.**)

Instruction includes lectures, discussion, in-class exercises, group activities, and screenings. Library visits and other out of class academic and research activities. Students may write journals, annotated bibliographies, short papers, proposals, drafts final essays or document their work in a discipline appropriate manner. Students complete and present an honors project appropriate to the companion foundation course. Projects may involve experiments; advanced problem-solving; critical analyses; design and development of devices, software, or processes; literature reviews. Final project may be presented in a variety of media.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

The final grade for the course is based on periodic short quizzes, completion of all stages of the final scholarly project, and participation in group activities.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

The Creative Guide to Research, Robin Rowland, Career Press, 2000
Tricks of the Trade, Howard Becker, Univ. of Chicago Press, 1998
How to Write a Lot, Paul Silvia, APA, 2007

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