



JOHN V. ROACH
HONORS COLLEGE



Proposal for Honors Colloquium

Basic information and signatures

Course title:

Instructor:

Home unit (department, school, college):

Unit head (department chair or equivalent):

Instructor signature: _____

Unit head signature: _____

Submission instructions

Please submit your proposal to Ms. Keely Self (keely.self@tcu.edu):

- **By Friday, October 12** (for colloquia to be offered in fall 2019)
- **By Friday, March 1** (for colloquia to be offered in spring 2020)

Each proposal must include three items:

1. Course syllabus

- In compliance with current University policies and procedures
- Consonant with general Honors College expectations for upper-division colloquia:
 - discussion-centered seminars
 - exploring questions of enduring significance in a manner appropriate to students from diverse disciplinary backgrounds
 - enabling students to integrate their learning across various parts of their undergraduate experience (see learning outcome and action steps below)
 - helping students to expand their capacity for collaborative inquiry and critical, reflexive, independent thought

2. Specification of learning outcome

Overall competency

Honors colloquium students will achieve integrative learning, defined as the forging of fresh connections among the theories, methods, skills, experiences, values, and realms of awareness (cultural, global, civic, metacognitive) that shape students as learners.

Course-specific learning outcome

Choose ONE of the following (whichever best captures the focus of your course):

- A. Students will connect academic knowledge to learning experiences outside the classroom (such as service learning, internships, or travel abroad)
- B. Students will discover and explore connections across disciplines, fields of study, or perspectives
- C. Students will adapt and apply skills, theories, or methodologies from one situation to new situations, enabling them to approach complex issues in original ways
- D. Students will demonstrate a developing sense of themselves as learners, building on prior experiences (e.g., discoveries, ambiguities, risks, frustrations, dilemmas) to address new situations or problems
- E. Students will achieve a form of integrative learning not captured in options A-D, namely:

3. Articulation of action steps

In the space below, describe in detail two learning activities through which your students will achieve the selected learning outcome, and explain how each learning activity will support students' achievement of the selected outcome. Though useful as a starting point, reference to your syllabus cannot substitute for the concrete articulation of your action steps.