Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Honors College
   Department: NA

2. Course Prefix and Number: HONR 3007
3. Effective Term: Fall 2010

4. Course Title: Honors Seminar
   Abbreviated Title (30 characters or less): Honors Seminar

5. Requested Action:
   - ☐ Renumber a Course
   - ☐ Add a Course
   - ☐ Revise a Course
   - ☐ Current Course Number:
   - ☐ Proposed Course Number:
   - ☐ Type of Revision:

6. Course Credit:
   Contact/Group Scheduled Type Weekly or Credit Anticipated
   Hours Listed Type Per Term? Hours Enrollment
   Maximum Hours (Repeatability): 6
   Total Credit Hours: 3

7. Grading Type:
   - ☐ Regular (ABCDF)
   - ☐ Satisfactory/Unsatisfactory (S/U)
   - ☐ Audit

8. Pre/Corequisites:
   Prerequisite(s):
   Corequisite(s):
   Pre/Corequisite(s):

9. Restrictions: List specific restriction in space above. ☒ College ☐ Major ☒ Standing ☐ Degree

10. Course Description:
    In fulfillment of the Honors Apogee, this seminar involves critical reading and research in advanced topics having both intra- and interdisciplinary implications and applications.

11. May Count Either
    - ☐ Honors Apogee or ☐ elective credit
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    Program Type Program Title Requirement or Elective?
    (e.g.: minor, major, etc.) (e.g.: MS in Chemistry, Performance Option, Minor in Art) (required or optional?)
    NA NA NA

13. Overlapping or Duplication of Other Units' Offerings:
    ☐ Applicable
    - ☐ Not Applicable
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
This seminar is an integral part of a reformulated Honors curriculum to begin Fall 2010. The course is designed to meet the needs of students choosing to complete their Honors Apogee (i.e., capstone), not by completing an "Apogee Project" (e.g., thesis) but by earning six hours of advanced seminar credit in the Honors "Apogee Pact." The Honors Seminar will allow faculty members in all fields and disciplines of the university to share special research and teaching interests with small groups of Honors students, themselves from different disciplines, in an optimum learning setting for students and faculty alike. The seminar will cover topics not covered by courses offered in the regular undergraduate curriculum but which may connect to areas of research emphasis at Auburn University.

14. Justification:

The Honors College will be requesting that every college/school on campus regularly offer one of these seminars, optimally every fall and every spring semester by some colleges/schools and only annually by others. The seminar may be taught by an individual faculty member or by a team of faculty, at the discretion of the college/school involved. If team-taught, the seminar should bring the very best faculty from within the college in front of the students to offer advanced thoughts on special topics, themes, or questions, in the process examining connections between the various intellectual disciplines in the college. The Honors College will support the teaching of the seminar to a level of $6000 per section.

15. Resources:

The seminars will achieve a number of SLOS, notably (1) analytical skills and critical thinking, especially constructing an effective argument and critiquing an argument effectively; (2) effective communication, written and oral; (3) improved understanding and appreciation of methods and issues of science and technology; (4) improved scientific literacy; (5) informed and engaged citizenship; and (6) application of simple mathematical models to the solution of real-world problems.

16. Student Learning Outcomes:

The course content of the seminar will vary from college to college and semester to semester as special topics are submitted for consideration and approved by the faculty advisory committee and director of the Honors College. In every instance, however, the seminar will emphasize the discovery and generation of new knowledge. It will expose students to fertile intersections both within and between disciplines. It will foster new and creative ways of thinking and new approaches to problems. [Sample syllabi are attached]

17. Course Content Outline:

As with seminars taught at the graduate level, the Honors Seminar will require a high level of critical reading, analysis, methodological and theoretical discussion, plus presentation of ideas and results, both orally and in writing. Students will be required to deliver and defend, also in writing and orally, a substantial research paper, essay, or term paper.

18. Assignments / Projects:

The course grade will be based on a 100-point scale: 100-90=A; 89-80=B;
List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade.

20. Justification for Graduate Credit:

It does not seem appropriate to offer graduate credit to a seminar designed for the 3000-level; however, as the Honors Seminar is designed to foster the advanced work of an Honors student and his/her completion of the Apogee Pact, it may be reasonable to consider offering graduate credit for this class in those programs that have been approved as an accelerated bachelors/masters program.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoenas for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1226 Haley Center, 844-2096 (V/T).
Emerging Issues in Natural Resource Management/Use: Translating Science into Environmental Policy

Instructor: Art Chappelka, Professor, School of Forestry & Wildlife Sciences, 4329 FOWS Bldg., e-mail: chappah@auburn.edu, Phone #334-844-1047

Course Description: To gain and understanding of important emerging issues related to natural resource management/use and how these translate into environmental policy.

Objectives: The purpose of this course is to provide students the opportunity to discuss/debate important emerging issues facing the management and use of natural resources and gain an understanding of the scientific concepts utilized to help formulate subsequent environmental policies and programs. Emphasis will be on contemporary issues in natural resources use/management, in the context of the politically-volatile climate in which such decisions typically are made.

Required Readings: To gain an understanding of a particular topic, students will be assigned specific readings the week before the topic is to be discussed. These will be used in class discussions and help the students prepare for their presentations. An example is below. A more extensive list will be submitted with the final course syllabus.

The Scientific Method and Role of Science in the Policy Process.


Evaluation Criteria: Grades will be based on student performance on (3) written assignments (20% each), class participation (15%), and class presentations/debates (25%). A. Each assignment will be a maximum of 2 or 3 pages typed (excluding references), single-spaced (4 or 6 pages, double-spaced). Topics will be assigned in class and based on previous discussion topics. B. Class participation will consist of attendance and class interaction. This includes participation in class discussions and submitting a peer-evaluation regarding each student presentation. Students who miss 5 or more classes without a legitimate reason will receive an “F” for the class. The penalty for missing 4, 3 and 2 classes without an excuse will be 100%, 50%, and 20% reduction of the 15 (%) points towards the final grade. For an excused absence the student needs to convey the reason to the instructor before class. C. Each student will be assigned 1-2 topics (depending on class size) to present to the class. The student is to develop a powerpoint presentation and lead a class discussion. The student will provide the class with an abstract and any handouts or materials needed. In addition, students will be divided into small groups and will conduct a debate (one group pro the other con) related to issues of importance to natural resource management/use and subsequent environmental policies.

Grades will be assigned using the following scale:

90-100 A
80-89 B
70-79 C
60-69 D
Below 60 F
Student Outcomes:

1. Will be able to identify major natural resource issues
2. Will be able to translate these issues into current policy using sound scientific principles
3. Will gain an appreciation of the complexities involved in setting environmental policy
4. Will improve writing proficiency and learn new techniques in scientific writing
5. Will be able to develop a science-based seminar and present it in a public setting
6. Will be able to discuss controversial topics in an objective, logical fashion

Special Resources: The instructor will need a classroom with a projector and computer with internet access/smart boards and possible video streaming capabilities. Such facilities are available in the SOFWS Building. The student presentations will be videotaped and then made available to each presenter. The presenter would then develop a critique of their presentation and used for evaluation and learning outcome purposes. In addition, the instructor will provide various course materials using Blackboard.

Tentative Course Outline: The course will be divided into several sections to gain an understanding of major issues facing natural resource management and use. The Instructor will lead some discussions to introduce various concepts and topics, and students will make presentations and debate specific issues. In addition, guest speakers will make presentations on topics of interest.

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<tr>
<th>Week</th>
<th>Lecture Topics</th>
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<tbody>
<tr>
<td>1.</td>
<td>Introduction (goals, seminar policies, etc.) and Description of Major Issues and Historical Overview Pertaining to Natural Resource Management/use- Chappelka</td>
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<td>2.</td>
<td>The Scientific Method and Role of Science in the Policy Process (What makes up a good policy)- Chappelka &amp; Possible Guest Speaker</td>
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<td>3.</td>
<td>The Land Ethic-Chappelka- Assignment 1 (handout)</td>
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<td>5.</td>
<td>Important Legislation Related to Natural Resource Policy – Farm Bill, Wilderness Act- Students</td>
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<td>6.</td>
<td>Private Lands and Landowner Rights - Students</td>
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<td>7.</td>
<td>The Role of Conservation Groups and Media in Natural Resource Policy Formulation-Chappelka-Assignment 2 (handout)</td>
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<td>8.</td>
<td>Biofuels and Energy Policy-Students- Assignment 2 (due)</td>
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<td>9.</td>
<td>Animal Rights vs Animal Welfare-Students</td>
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<td>10.</td>
<td>Aquaculture and Ocean Fish Farms- Students</td>
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<td>11.</td>
<td>Invasive Species-Students</td>
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<td>12.</td>
<td>Climate Change-Students- Assignment 3 (handout)</td>
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<td>13.</td>
<td>Urbanization and Natural Resource Management –Possible Guest Speaker &amp; Students- Assignment 3 (due)</td>
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<td>14.</td>
<td>Student Debates**</td>
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<td>15.</td>
<td>Student Debates**</td>
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*Topics and dates presented subject to change; Student presentations will be selected within a particular area after instructor approval

**In consultation with the instructor, students will select particular topics of interest. One group will be pro and the other group con and will debate the issue.
The Life of Our Design*: How the Curiosity, Passion, and Audacity of Designers Have Shaped Our World

Beginning with the printing press and the invention of perspective, this course examines the cultural and technological legacy of invention and design from the Renaissance to the present day. The course is based on what Don Hewitt described as the “four simple words that every child knows: tell me a story” (Hewitt, p.1). The course begins with the invention of moveable type and ends with the iPod. Along the way, students learn that effective solutions proceed from clear thinking, from accurately identifying pivotal issues and sometimes through sheer audacity. Through the assignments and lectures, students learn about the role of scholarship, the art of storytelling, the power of well-chosen words combined with carefully selected images, and the importance of showmanship. Students learn that designs and inventions have both intentional and unintentional consequences.

The course is taught using a combination of classroom discussion, student presentations, lectures, images, and video clips from interviews with leading designers. The interview clips are excerpts from longer interviews collected over the past 14 years from over 40 industrial designers. The interview excerpts include how designer Elliot Noyes convinced the Pentagon to use gliders during World War II by sharing information with the creator of *Terry and the Pirates*, how Buckminster Fuller approached problem-solving, how the IBM PC and the IBM Think Pad were created, the origin of the Black and Decker Dust Buster, and the story of how Motorola invented the modern cell phone. The course also covers the importance of convergence, the role of interdisciplinary teams, the importance of adding value, and the importance of individual as well as group contributions.

In preparation for the course projects and presentations, I will teach the students how to use Microsoft PowerPoint, Adobe Illustrator, Adobe InDesign, and, to a lesser extent, Adobe Photoshop. Students also will learn how to correctly cite sources and how to clearly organize thoughts and ideas.

Students are graded based on a combination of quizzes and projects and presentations with the majority of the course grade coming from projects. Each student will research a topic and write a paper that tells the story of the development of a product or product category. The paper will include illustrations. Students will have the opportunity to submit these papers to the IDSA (Industrial Designers Society of America) history Web site for possible web publication. Depending on the product or product category that the student selects, he or she may also have the opportunity to interview one or more designers involved in the development of the product or to make use of video footage that I have already collected from designers to construct part of their product story. Students will make use of traditional sources to provide historical context for the product invention. Students also will work in teams to develop a timeline that tells the story of a particular product or person. The timeline will include images and context information as well as images of the people and products being discussed. The attached timeline provides an example. Students may have the opportunity to work collaboratively with industrial design graduate students on the timeline projects.

The following is a partial list of books that students will be required to read in part or in whole as part of their course work: *Brunelleschi's Dome* by Ross King; *Design of Design* by Gordon L. Glegg; *Design: An Illustrated Historical Overview* by Thomas Hauffe; *The Art of Criticism* by C.S. Lewis; *Yesterday's Tomorrows* by Joseph J. Corn and Brian Horrigan; *Design Chronicles* by Carroll Gantz; *The Devil in the White City* by Erik Larson; *Industrial Strength Design* by Glenn Adamson; *Apple Design* by Paul Kunkel; *Tell Me a Story* by Don Hewitt.

*Troilus and Cressida II, 2, 192

Bret Smith, Professor
Industrial Design
Dean of Industrial Design
ARCH + BDG Ser.
PLANT BIOTECHNOLOGY AND THE CHALLENGES FOR THE 21ST CENTURY
HONORS SEMINAR (3 credit hours)
Fenny Dane, Professor, Department of Horticulture, AU

Plant biotechnology or genetic modification of plants through biotechnological means has received low levels of controversy in the US as compared to the rest of the world. The establishment of an elaborate system for labeling and tracing of GM products in 1998 in Europe resulted in a de facto moratorium on US imports of genetically modified crops. In the 21st century, however, there will be an increased demand for higher crop yields associated with population increases, for reductions in inputs from fertilizers and/or pesticides, the need for crop production in harsher environments, and for energy or specialty crops. This will require the understanding of key strategies that plants use to deal with complex traits and the need for specific plant modifications.

The emphasis of this seminar series will be on the exploration of scientific, ethical and societal issues related to Plant biotechnology in the 21st Century. Students will gain an understanding through lectures and discussions of the following:
1. Process of genetic modification of plants:
   a. the structure of a gene, process of gene isolation, and manipulation
   b. techniques for plant transformation
2. Overview of what genes have been inserted in plants and why?
   a. Insect, disease resistance and herbicide tolerance
   b. Novel traits such as production of plastics in plants, pharmaceuticals, flower color modifications, etc.
3. Overview of policy and regulatory background of transgenics
   a. regulatory approval and oversight for field testing, field application and market introduction.
   b. focus on rules, enforcement and technical details of labeling and consumer disclosure.
   c. international trade agreements
4. Discussions on issues and concerns related to transgenic crops
   a. ethics and/or morality, emphasis on ethics of tampering with nature or "playing god", focus on traditional/indigenous perspectives or values
   b. discussion of solutions to world hunger, malnutrition or production of breakthrough medications or treatments.
   c. food safety and uncertainties of long term environmental and health effects as well as security issues
5. Discussions on patent laws, property rights, ownership and access

Chapters from the following books will be used for lectures and discussions: Plant Biotechnology and Genetics (2008; Stewart), and Plant biotechnology (2008; Slater et al.). Students are expected to gain an understanding and discuss issues related to transgenic crops, especially those with tolerance to environmental stress, which might contribute substantially to the alleviation of world hunger.

Students will be evaluated for participation in discussion groups and seminars on topic of interest. Emphasis will be on communication skills and self directed literature research. Grades will be based on total number of points accumulated for exams, termpapers, oral reports, and interactive discussions during seminar sessions.