

HONORS COMMITTEE Agenda

Monday, September 27, 2021
ZOOM Meeting
2:30-4:00 PM

Type of Meeting: *Regular*

Note Taker: Towana Catley

Please Review/Bring: Agenda Packet & Minutes

Committee members:

Towana Catley	Faculty Co-Chair
Dr. Darcy Wiewall	Faculty Co-Chair
Christos Valiotis, Dean MSE	Administrative Member
Rae Agahari	Arts & Humanities
Amos Wellington	Athletics & Kinesiology
David L. Adams	Career Tech Ed
Tamira Palmetto Despain	Counseling & Ex-Officio
Elinda Parkinson	Health & Safety Sciences
Allison Burch	Library
Dang Huynth	Math Sciences Engineering
Paul Stahmann	Math Sciences Engineering
Pavinee Villapando	Math Sciences Engineering
Greg Langner	Rhetoric & Literacy
Dr. Matthew Jaffe	Social & Behavioral Sciences
Kevin North	At-Large
Dr. Patricia Palavecino	At-Large
VACANT	Adjunct Representative
Vejea Jennings	Ex-Officio
John Vento	Ex-Officio
Isabella Minghelli	TAP Representative
Angel Ramos Mendiola	ASO Representative

Items	Person	Action
I. Call to Order and Roll Call	Towana & Darcy	
II. Opening comments from the Co-chairs <ul style="list-style-type: none"> • Welcome New Committee members • New Adjunct Member • CSUB Honors to Honors Agreement • Honors Newsletter 	Towana & Darcy	
III. Open Comments from the Public Minutes		
IV. Approval of Minutes	Towana & Darcy	<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>
V. Action Item <ul style="list-style-type: none"> • SOC 101 Honors Option - Siobhan Goldberg 	All	<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>

<p>VI. Discussion</p> <ul style="list-style-type: none"> • CFE Faculty Inquiry • Discuss Honors Modalities [courses, options, stacked, embedded] • Develop Honor COR's or Addendum • Faculty Review & Revise current honor classes and honor options • Develop Faculty Honors Training/FPD • Marketing Ideas 	<p><i>All</i></p>	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>
<p>VII. Adjournment</p>		
<p>NEXT MEETING DATE: October 25, 2021</p>		



Current List of Honors Courses Fall 2021

Anthropology 101 / (Wiewall)
Anthropology 112 / (Wiewall)
Art 100 / (Nickel)
Art 101 / (Mugnolo)
Art 102 / (Mugnolo)
Astronomy 101 / (McGovern)
Biology 101 / (Fredette)
Biology 104 / (Nissani and Vento)
Business Education 201 / (Adams)
Chemistry 110 / Chemistry Lab (Schroer)
Communications Studies 101 (Kim/ McDermott)
Economics 101 / (Ganley)
Economics 102 / (Ganley)
English 102 / (Hoffer)
English 103 / (Oliveira)
English 230 / (Tafarella)
English 279 / (Palagallo)
Geology 101 / (Burd)
History 107 / (Shafer)
History 108 / (Shafer)
History 110 / (Saxon/Burns)
History 111 / (Burns)
Mathematics 115 / (Bowers)
Mathematics 150 / (Dorn)
Music 101 / TR (Fewtrell)
Philosophy 105 / (Mendoza)
Political Science 101 / (Vento)
Psychology 101 / (Lewis)
Sociology 101 / (Giorgi)
Theatre Arts 101 / (Corona)
Theater Arts 239 / (Corona)



**Approved Honors Faculty for Honors Option Contracts
Spring-Summer-Fall
LAST UPDATE (4/8/21)
Honors Options by Contract**

Note: Only approved honors faculty should be approached regarding this option.

Honors students may complete three of the five required honors sections of classes by enrolling in and fulfilling an honors option by contract in a 3 unit (or higher) transferable course. Contracts should be filled out completely, signed by student and instructor, and returned to the honors coordinator by the end of the **4th week** of the semester and **2nd** week during summer session. The grade in the course should in no way be affected by the completion or lack of completion of an honors option.

Before offering an honors option to a student, instructors must submit a proposal and receive approval from the Honors Committee/Coordinator. Instructors may use their discretion in deciding whether to offer an honors option for a particular course or student. Faculty who do not consistently meet the guidelines set forth by the Honors Committee may have their course approval revoked. Below is a list of approved faculty.

SUBJECT/COURSE	INSTRUCTOR
Accounting 201 & 205	S. Adams
Anthropology	D. Earle & D. Wiewall, S. Cranley
Art (3 units or higher transferable classes)	R. Agahari, C. Mugnolo, & L. Nickel
Astronomy	M. McGovern
Biology 101, 103, 104, 110, 201 & 202 (3 units or higher transferable classes)	B. Fredette, J. Esdin, D. Feickert, Z. Nisani, P Palavecino, M. Rainbow & N. Riley
Business Law 201	D. Adams
Chemistry 110, 120, 210 & 220	A. Schroer, J. Harper & D. Newman
Computer Information Systems (CIS) 111, 113, 123, 161 & 173 (3 units or higher transferable classes)	R. Biritwum
Communication Studies	N. Kaseforth, , G. Langner, K. Lee, T. McDermott, & H. Rao
Dance (3 units or higher transferable classes)	C. Littlefield & K. Burnett
Deaf Studies 101	Isaias Hernandez
Deaf Studies 105	Daniel Humphrey
Earth & Space (3 units or higher transferable classes)	A Burd
Economics 101 & 102	I. Ganley & M. Kemp



<p align="center">English (3 units or higher transferable classes)</p>	<p align="center">J. Ahmad, S. Farrukh, T. Garcia, M. Hoffer, K. Heinzman, C. Hood, R. Jennings-Tafarella, V. Jennings, A. Koritsoglou, D. Manuel, S. Memmer, E. Martin, H. Martin , R. Nogales , K. Oliveira, B. Palagallo, W. Rider, S.Tafarella, J. Toth, W. Vaughn, & H. Williams</p>
<p align="center">Film TV 101, 107, & 201</p>	<p align="center">A.Welsch, K. North & A Pirolini</p>
<p align="center">Foreign Languages</p>	<p align="center">P. Poole & R. Ruckman</p>
<p align="center">Geology (3 units or higher transferable classes)</p>	<p align="center">A Burd & M. Pesses</p>
<p align="center">Geography (3 units or higher transferable classes)</p>	<p align="center">K. Duret & M. Pesses</p>
<p align="center">History</p>	<p align="center">S. Burns, G. Guillen, M. Jaffe , R. Read, J. Robin, D, Roland, J. Saxon, K. Shafer & N. Stepro</p>
<p align="center">Mathematics (Honors options are available for Math courses 115 or higher)</p>	<p align="center">J.Bowers, S. Brown, K. Engelen L. Enriquez, C. Hendrix, M. Martinez- Quijada, P. McLoughlin, M. Tran & P. Villapando</p>
<p align="center">Music (3 units transferable classes)</p>	<p align="center">N. Dillon, E. Fewtrell, G. Heaton-Smith, P. Martindale & D. Newby</p>
<p align="center">Nutrition (3 units transferable classes)</p>	<p align="center">A Volk</p>
<p align="center">Philosophy 105, 106 & 110</p>	<p align="center">C. Gratton, A. Mendoza & Sherry Zhu</p>
<p align="center">Photography 125</p>	<p align="center">A. Maher & L. Karstein</p>
<p align="center">Physics 101, 110, 120 & 211</p>	<p align="center">J. Bowen & Mark McGovern</p>
<p align="center">Political Science 200, 202 & 203</p>	<p align="center">D. Carver & F. Hemker</p>
<p align="center">Political Science 101, 103 & 201</p>	<p align="center">J. Vento</p>
<p align="center">Psychology (3 units transferable classes)</p>	<p align="center">F. Aviles, D. Lewis, L. Johnson, D. McCabe, R. Thibault & L. Wallace-Leeds</p>
<p align="center">Sociology (3 units transferable classes)</p>	<p align="center">A. Ambartsumyan , A Andrada, & C. Giorgi</p>
<p align="center">Spanish (5 units transferable classes)</p>	<p align="center">A.Tumbaga, J.Loza, & M.Esquivel</p>
<p align="center">Theater (3 units transferable classes)</p>	<p align="center">C. Corona, J. Leighton & J. MacFie</p>

Honors TAP Option by Contract Instructor Proposal

INSTRUCTOR USE ONLY: By agreeing to offer an honors option to honors students, you agree to fulfill the high standards of the honors program and to sign all appropriate paperwork by the deadline in order for the student to get honors credit for your course. Your project must be approved by the honors coordinator/committee. The following criteria will help us to determine if the project meets honors option criteria and standards. Please be very detailed and specific in your responses. The form below will help you to design an appropriate proposal for consideration. Please fill out completely and with ample details. You only need to fill out this form once for a particular course. Honors Option projects do not figure into the grade for the course, but they should be done to a high standard. If an instructor wants to grade the project, CREDIT or NOCREDIT should be used. Students need not be earning an "A" in a course to do an honors option; however, their work in general must be honors quality. Instructors reserve the right to deny the opportunity of an honors option to any student in any course.

(Insert Course Number and Title here) Sociology 101 Introduction to Sociology, Instructor: Siobhan Goldberg

Check which of the following honors objectives will be met by the proposed course?

- Option will provide content about the history or background of the field being studied.
 - Option will show an awareness of some of the field's major theories or current trends
 - Option will require students to perform a case study, field experience, or other application.
 - Option utilizes research methods including proper documentation for the discipline.
 - Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.
1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course.

In addition to the regular course load, honors students will write a minimum ten-page research paper on a sociological topic/issue of their choice that is approved by the instructor. This research paper will involve the compilation of the existing research from peer-reviewed academic journal articles, books, news articles, etc. to produce a concise literature review on that topic. There will be a minimum of four (4) peer-reviewed journals to be incorporated as primary sources within the paper which can be procured from the AVC EBSCO database. Students will be expected to not

only provide insight into those findings in the source material but also provide critical limitations that the studies focus on regarding our understanding of the issue.

2. Describe how the option will strive for a high degree of student participation and involvement.

Honors students will meet with me individually in Zoom throughout the semester as they are working on their research paper. They will also be responsible for reading and providing critical feedback to a peer's rough draft submission. Students will be responsible for drafting a rough draft in which they will receive my feedback, and their peers' feedback, to then use as they polish their paper for a final draft. Students will be asked to meet with me at least twice in Zoom, once in response to topic selection and how their research finding is going, and again after their rough draft submission to go over my feedback. The tentative schedule is below:

- Week 6: Topics will be selected and submitted for approval
- Week 7: Students will begin looking for sources and begin organizing the structure of their essay.
- Week 8: Meet with students in Zoom about progress on sources
- Week 11: Students submit their rough draft to the instructor. I will provide my feedback for a secondary meeting in Zoom about their draft.
- Week 12: Students will be paired with one other student to review and critique the other's paper.
- Week 15: Student will submit their final draft to Canvas where Turnitin.com will be utilized.

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter?

In this literature review assignment students are expected to locate, review, and implement the articles and sources found into a concise research paper about that selected issue/topic. While I will pass along recommendations on articles and books that students may use, they are still required to find their own sources to utilize within the paper to highlight more recent additions to the field along with supporting theories to strengthen their claims.

4. Describe writing assignments and discuss how the course will foster critical thinking.

Within the inquiry of the paper, students will determine which questions to ask and how to locate those sources that address those questions. They will have to decide which information is relevant to include within their paper and how to best organize their thesis statement and essay to provide clarity and a deeper depth into the material on their topic.

5. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

Within this literature review assignment students are expected to analyze and synthesize primary and secondary sources within their portrayal of the social issue chosen. Students are required to use at least four peer-reviewed academic journal sources in their analysis but are encouraged to go beyond that requirement to build a strong foundation for the different voices in academia about their chosen subject. Incorporating current events through recent publications in the media is also encouraged for added perspective and real-world development of that social issue. The paper will be formatted into American Psychological Association (APA) style according to the 7th edition guidelines.

6. Overall, please describe how this honors option by contract project will benefit the honors student.

This project will allow the student to demonstrate their ability to conduct independent research gathering and vetting source material to be used within their paper. Students will be able to identify sources that are peer-reviewed and select those sources that are deemed credible whenever choosing to use additional secondary sources (from the news, film/documentaries, books, etc.). Within this APA formatted literature review they will draft original papers that highlight and incorporate various research findings and provide both critique and a deeper level of thinking on that social issue.

This project will enable students to hone their writing skills and gain more experience conducting research gathering which will help students, regardless of their major, in future projects where they will be tasked with doing independent research papers and serve as a sample paper for future college admissions/transfers.

Literature Review Assignment (Honors option)

Points Possible: 100 total (breakdown of points below and on syllabus grade chart)

Rough Draft Due: _____

Peer Review Due: _____

Final Draft Due: _____

The purpose of this assignment is to facilitate your abilities to research a topic of study so you can learn to (1) identify and formulate an inquiry question that defines what you'd like to learn, (2) know how to search and locate literature (eg. Journal articles) using library and internet resources; (3) analyze information found in educational journal articles, and (4) synthesize new knowledge into a written literature review and (5) establish context for your inquiries.

Assignment Description:

For this assignment you are asked to complete a literature review on a topic of your choice that is directly related to this class on race and ethnicity. You are asked to locate at least four (4) academic journal articles on your topic and write a minimum 10-page literature review on the articles you've selected for your final draft. You may use additional non-academic sources within your literature review but try to keep your focus on peer reviewed academic literature for the bulk of the assignment. As you are preparing your final version of this assignment you will be providing a rough draft for me to review as well as receiving feedback from your peers on additional information, edits, etc. that you can consider implementing into your final draft. Your final draft will be worth 60 points.

Rough Draft Description:

Your first submission (your rough draft) needs to be a minimum of five full double-spaced pages (excluding your title page and your reference page) and should include at least three (3) academic journal articles. You will receive feedback and an evaluation from myself in addition to two of your peers in the class about your paper. With this in mind try to have the rough draft polished and written to the best of your ability. This feedback will allow you to expand on ideas and points for your final submission. Both your rough draft and the peer reviews will be worth 20 points each. The rubric for the rough draft and final draft submissions are below for students to review.

Citations:

For this assignment you will be using the American Psychological Association (APA) format. There are multiple APA citation style guides in the library on course reserve (2 hour) and some quick guides posted to Canvas if you need assistance with how to reference citations in your paper.

Steps to complete your literature review:

1. Choose a topic that you are interested in studying related to the course (you did this in your

Research Topic Assignment on Canvas).

2. Formulate an inquiry question that specifically describes what you would like to know about your educational topic.
3. Go to the library homepage to search for and locate journals that include your topic's information.
4. Find articles, read the abstracts and skim the articles to determine if they correspond well to your topic.

Outline for writing your literature review:

1. *Introduction*

Write an introduction paragraph for your review. This paragraph

- a. states the topic and inquiry questions for this review
- b. tells the reader specific information on how many articles you reviewed and how you sorted the articles into common themes based on findings (results).
(this paragraph should be about a third of a page to a page in length max)

2. *Body*

Before you begin this section, be sure that you have sorted your articles into different themes based on the articles' *findings (sometimes called results)*. After you sort your articles, it is important to give your sorted groups a descriptive name. The names of the sorted articles will become your headings for each of the paragraphs that you write in the body of your review. The body of your literature review will include,

- a. Theme 1: a paragraph or several paragraphs that describe the first theme that you identified and compare, contrast and/or connect the articles you've selected.
- b. Theme 2: a paragraph or several paragraphs that describes the second theme that you identified and compare, contrast and/or connect the articles you've selected.
- d. Theme 3: a paragraph or several paragraphs that describes the third theme that you identified and compare, contrast and/or connect the articles you've selected.

... ..

3. *Conclusion*

This is the last paragraph of your literature review. In this paragraph, it is important to briefly summarize the main findings from the articles that you reviewed and to point out how your inquiry questions were answered or not answered.

4. *References*

This is the last pages of your review. It serves as a listing of all references that you mentioned in your paper. Please make sure that only references cited in your drafts will be listed here. Please use APA style when completing this list.

Literature Review - Rough Draft Rubric

	Levels of Achievement				Score
	4 Met Expectations	3 Proficient	2 Developing	1 Inadequate	
ASSIGNMENT BASICS					
Articles (2 points)	Information is gathered from at least three (3) multiple, research-based sources. (2)	Information is gathered from multiple sources but not all three minimum are academic.(1.5)	Information is gathered from a limited number of sources.(1)	Information is gathered from a single source. (0.5)	
SUMMARY					
Introducing the Idea: Thesis statement (4 points)	The topic is introduced, and groundwork is laid as to the direction of the paper. (4)	The topic is introduced, and a direction of the paper is provided but needs more clarification. (3)	The topic is introduced, however, there is a lack of the direction of the flow of the paper. (2)	Neither implicit nor explicit reference is made to the topic that is to be examined. (1)	
Body: Flow of paper (4 points)	Well organized, demonstrates logical sequencing and structure. (4)	Well organized, but demonstrates illogical sequencing or structure. (3)	Weakly organized with no logical sequencing or structure. (2)	No organization, sequencing, or structure. (1)	
Conclusion: A synthesis of ideas and hypothesis or research question (4 points)	Detailed conclusions are reached from the evidence offered. (4)	Conclusions are reached from the evidence offered. (3)	There is some indication of conclusions from the evidence offered. (2)	No conclusions are made from the evidence offered. (1)	
Citations/References: Proper APA format (4 points)	Information is cited properly and in APA format.(4)	Information is cited properly but has some APA format errors. (3)	Information is cited, but has errors and is not in proper APA format. (2)	Information is not cited or is cited incorrectly. (1)	
PRESENTATION					
Length (2 points)	Adheres to 5 full page criteria. (2)	Does not meet 5 full page criteria by ½ page or less. (1.5)	Does not meet 5 full page criteria by ½ to 1 page. (1)	Does not meet 5 full page criteria by more than 1 page. (0.5)	
TOTAL POINTS					out of 20 points

Literature Review - Final Submission Rubric

	Levels of Achievement				Score
	4 Met Expectations	3 Proficient	2 Developing	1 Inadequate	
Articles (15 points)	Information is gathered from at least four (4) journal articles. (15)	Information is gathered from multiple sources but the minimum four journal articles not met.(10)	Information is gathered from a limited number of sources.(8)	Information is gathered from a single source. (4)	
Introducing the Idea: Thesis statement (5 points)	The topic is introduced, and groundwork is laid as to the direction of the paper. (5)	The topic is introduced and a direction of the paper is provided but needs more clarification. (4)	The topic is introduced, however, there is a lack of the direction of the flow of the paper. (2)	Neither implicit nor explicit reference is made to the topic that is to be examined. (1)	
Body: Flow of paper (8 points)	Well organized, demonstrates logical sequencing and structure. (8)	Well organized, but demonstrates illogical sequencing or structure. (6)	Weakly organized with no logical sequencing or structure. (4)	No organization, sequencing, or structure. (2)	
Conclusion: A synthesis of ideas and hypothesis or research question (4 points)	Detailed conclusions are reached from the evidence offered. (4)	Conclusions are reached from the evidence offered. (3)	There is some indication of conclusions from the evidence offered. (2)	No conclusions are made from the evidence offered. (1)	
Research Question (4 points)	Research question(s) are formed through the literature review and are clearly stated	Research questions (s) are formed through the literature review (3)	Research question(s) were not formed but could be formed through the literature review (2)	Research question(s) were not formed and are not apparent from the literature review (1)	
Citations/References: Proper APA format (4 points)	Information is cited properly and in APA format.(4)	Information is cited properly but has some APA format errors. (3)	Information is cited, but has errors and is not in proper APA format. (2)	Information is not cited or is cited incorrectly. (1)	

Length (8 points)	Adheres to minimum 10 full page criteria. (8)	Does not meet min. 10 full page criteria by ½ page or less. (6)	Does not meet min. 10 full page criteria by ½ to 1 page. (4)	Does not meet min. 10 full page criteria by more than 1 page. (2)	
Format of paper (4 points)	Font, spacing, and APA format are correct. (4)	Font and spacing, font and APA, or spacing and APA are correct.(3)	Font, spacing, or APA format is correct. (2)	Font, spacing, and APA format are incorrect. (1)	
Spelling and Grammar (4 points)	There is 1 or less spelling/grammatical error. (4)	There are 2 spelling/grammatical errors. (3)	There are 3 spelling/grammatical errors. (2)	There are 4 or more spelling/grammatical errors. (1)	
Timeliness (4 points)	Material was submitted on time (4)	Material was submitted late but under twelve hours past the deadline (3)	Material was submitted up to twenty-four hours late (2)	Material was submitted late by more than one day after the deadline (1)	
TOTAL POINTS	out of 60 points				