



**ANTELOPE VALLEY COLLEGE  
HONORS COMMITTEE MEETING**

**AGENDA  
May 19, 2014  
2:00 p.m.  
A-140**

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE CHAIR
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
  - a. April 28, 2014 Minutes – attachment
5. OLD BUSINESS
6. DISCUSSION
  - a. Chemistry 110 Honors Course (Schroer)
  - b. English 101 Honors Course (Hoffer)
  - c. Administration Justice 206 Honors option (Lynskey) - attachment
  - d. English 101 Honors Option (Yerkes) - attachment
  - e. Theater 101 Honors Option (Carona)
  - f. Honors Convocation
7. ACTION ITEMS
  - a. Chemistry 110 Honors Course (Schroer)
  - b. English 101 Honors Course (Hoffer)
  - c. Administration Justice 206 Honors option (Lynskey)
  - d. English 101 Honors Option (Yerkes)
  - e. Theater 101 Honors Option (Carona)
  - f. Honors Convocation
8. OTHER BUSINESS
9. ADJOURNMENT

**NON-DISCRIMINATION POLICY**

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.



**ANTELOPE VALLEY COLLEGE  
HONORS COMMITTEE MEETING  
May 19, 2014  
2:00 p.m.- 3:00p.m. Room A141**

To conform to the open meeting act, the public may attend open sessions

**1. CALL TO ORDER AND ROLL CALL**

- a. Members present: Paul Ahad, Russell Bierle, Barbara Fredette, Susan Knapp, Angela Koritsoglou, Michael Pesses, Leidy Villarreal, and John Vento
- b. Members absent: Tom O'Neil, Mark McGovern, Igor Marder, Reina Zepeda
- a. Guests: Matthew Jaffe, Mark Hoffer, Tim Lynskey, David Yerkes, Edward Knudsen

**2. OPENING COMMENTS FROM THE HONORS COMMITTEE CHAIR**

Meeting called to order at 2:06pm

**3. OPEN COMMENTS FROM THE PUBLIC**

None

**4. APPROVAL OF MINUTES**

- a. Motion to approve the April 28, 2014 Minutes; motion was seconded.
- b. Motion passed

**5. OLD BUSINESS**

None

**6. ACTION ITEMS**

- a. Chemistry 110 Honors Course- Alex Shroer (not present)
  - i. Motion to approve course, motion seconded
  - ii. Discussion
    - a. John Vento described the course. Honors and traditional course students will meet for lecture and lab together, but Honor's students will meet for additional lecture discussion and lab times, will perform inquiry-based experiments, read additional materials, and write a research paper.
    - b. Russel Bierle discussed his experience in Dr. Shroer's Honors class.
    - c. Paul Ahad expressed concerns of putting two classes together, and if honor's students are merely doing additional work, rather than a higher standard of work.
  - iii. Approved unanimously.
- b. English 101 Honors Course- Mark Hoffer
  - i. Motion to approve, motion was seconded.
  - ii. Mark Hoffer describes his course as a critical study of how visual imagery is used for persuasion.
  - iii. Approved unanimously.
- c. Criminology Honors AJ102- Tim Lynskey
  - i. Motion to approve, and seconded.
  - ii. Discussion
    - a. Tim Lynskey described his course in which students will study how a bill is passed into California State law.
    - b. Susan Knapp states concern over which students will take the class, since it is not required for a major or Gen Ed. Tim explains that it is a

prerequisite for a required course (AJ206), and that the course is transferrable.

- iii. The proposal was unanimously approved.
- d. English 101 Honors Option- David Yerkes
  - i. Motion to approve; seconded
  - ii. David Yerkes discusses the Honors Option.
  - iii. The proposal was unanimously approved.
- e. Theatre 101 Honors Option- Carla Carona (not present)
  - i. John Vento described the Option.
  - ii. Barbara Fredette was concerned that the amount of work required for the option may be excessive. John said that he will request revisions to be presented at the next meeting.
  - iii. The proposal was unanimously approved.

## **7. DISCUSSION**

- a. John Vento presents news of the 100 unit limit that exists for students.
- b. Honors Convocations
  - i. Angela Koritsoglou said that she has received many positive comments that the ceremony was held indoors. Susan Knapp felt that the indoors environment fostered more interaction after the ceremony.
  - ii. Faculty want better clarification for the length of the student introduction speeches. Next year, length and content will be suggested.
  - iii. Twenty TAP students will be entering UCLA in the Fall!
  - iv. The date for next year must be reserved well ahead of time. The 2015 ceremony will also be held in the 13<sup>th</sup> week, May 8.
  - v. Members liked that recipients were photographed with President Knudsen.
- c. Subject Area Award letters will go out in the Fall to begin the selection process. Angela asked how many students nominees are allowed per discipline. Only two per discipline can be selected.

## **8. OTHER BUSINESS**

None.

## **9. ADJOURNMENT**

Meeting adjourned at 3:05pm

### DISCRIMINATION POLICY

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*Approved: August 25, 2014 Honors Committee Meeting*

## Honors Transfer Alliance Program Course Proposal

Use this form to propose an honors section of a course. Honors sections of courses must fulfill all requirements of the Course Outline of Record, but they are distinguished from traditional courses in a number of ways: innovative and active teaching/learning methods, depth and breadth of material, use of technology, supplemental readings, practical applications, etc. The following criteria will help us to determine if the course will be distinguished from a non-honors course. Please be very detailed and specific in your responses.

### Course Number and Title: **Chemistry 110H: General Chemistry**

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

- ✓ Course will provide content about the history or background of the field being studied.
- ✓ Course will show an awareness of some of the field's major theories or current trends.
- ✓ Course will require students to perform a case study, field experience, or other application.
- ✓ Course utilizes research methods including proper documentation for the discipline.
- ✓ Course will help students to demonstrate critical thinking and/or meta-cognitive abilities.

1. Please provide an overview of your proposed course. Be sure to show how it differs from the traditional course. Please provide a copy of the syllabus for both the traditional course and the honors section.

General Chemistry 110H is a general chemistry course. This course introduces the atom and its largest subatomic particles, describes and quantifies, where possible, how these particles and the nature of the atom are involved in chemical reactions, physical state, chemical energy, and bonding models. Algebra is used extensively to solve problems involving quantities. The course examines chemical theory in the context of familiar phenomena. Theories are tested and evaluated in the laboratory. One-hour of lecture time may be reserved for small group activities and analysis. This course is designed for science, mathematics, and related majors. (CSU, UC, AVC)

Both the Honors class and the traditional (non-honors) class, will be using the same textbook, however, the Honors class will cover every chapter in detail while the non-honors class will skip certain aspects in different chapters. The honors class will not only be given supplemental reading assignments they will also be required to write a scientific paper at the end of the semester. Students in the honors class will have to conduct a research, gather their information on what is already known about the topic, do literature research, conduct experiment(s) and conclude with a written paper.

As part of the laboratory time (3 hours each week), honors students will have to do 3 additional labs (that the non-honors students will not do at all), and for the Water Hardness lab, they will be required to collect different samples from different locations. The samples will be then compared and water hardness will be discussed. Honor students will investigate the water hardness on their own water samples. Students are required to write a research paper, formulate their hypothesis and compose experimental procedures that support the experiment, perform the experiment in the lab and draw their own conclusion. We will then assess their findings in an open discussion class at the end of the semester. Assistance is available during discussion and meetings with the instructor and additional research sources will be discussed.

During small assembly (one hour every week) honor students will work in groups using the inquiry based curriculum (POGIL). This pedagogy is well known and very successful because it is transforming the learning process in chemistry from passive to active. POGIL is successful in improving students learning outcomes (success, retention, persistence), and student's analytical, critical thinking and communication skills as they learn chemistry by a hands on problem solving approach. We will be using solely for the honors small assembly part of the class the book "Chemistry, a guided inquiry", that I had customized with the help of the Wiley representative, especially for the honors students. During this one hour, honors students will be actively engaged in constructing

their own knowledge. The POGIL book is not a textbook nor is it a study guide; it is a “guided inquiry” in which students will examine data, written descriptions, and figures to develop chemical concepts.

2. Explain how the course will be flexible in format and teaching methodologies. Describe how the course will strive for a greater degree of student participation and involvement.

The course will be flexible in that the course is designed around a seminar structured environment utilizing the Socratic method of learning, the POGIL pedagogy and the Learning through Discussion (LTD) method.

During lecture, students will be exposed to some “traditional formatted lecture”, along with a power point presentation, animations, videos and lots of problem solving on the whiteboard. During lab, students will learn how to evaluate and test theories, utilize laboratory equipment to obtain accurate data, analyze and interpret results obtained in the laboratory and express findings in scientific reports.

As explained above, during the POGIL based classes there will be self-managed teams employing the instructor a facilitator of learning rather than a source of information. The POGIL activity guides students through an exploration to construct, deepen, refine and /or integrate understanding of relevant disciplinary content.

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter? Describe writing assignments and discuss how the course will foster critical thinking.

In addition to the textbook, students will use the POGIL customized book. As mentioned above this book is not a textbook nor is it a study guide; it is a “guided inquiry” in which students will examine data, written descriptions, and figures to develop chemical concepts. Each concept is explored in a ChemActivity comprising several sections- one or more Model and Information sections, CRITICAL THINKING QUESTIONS, and EXERCISES and PROBLEMS. Each team will discover important chemical principles and relationships. The groups report their findings to the larger class, reflect on their learning, and self-assess both content mastery and teamwork. The instructor is just a facilitator. POGIL is a student – centered instructional approach that simultaneously develops discipline, content mastery and key process skills such as critical thinking, effective communication and teamwork.

It is based on research indicating that: a) teaching by telling does not work for most students, b) students who are part of an interactive community are more likely to be successful and, c) knowledge is personal; students enjoy themselves more when they are given an opportunity to construct their own understanding.

- Students will have supplemental readings from academic journals (e.g., Chemical and Engineering News), websites (e.g., POGIL website), and will have to conduct their own research in order to write a scientific paper.
- Following small assembly Chemactivities, the students will engage in Socratic dialogue together, sometime in a whole-group format (lead by students and facilitated by me), sometimes in small groups. Key components of the POGIL activities are the immediate feedback to the instructor about what students know and how they are thinking. Instructor intervenes in the discussion only when the whole class needs re-direction. Class discussion is held after every activity.
- Students will complete a research paper on the Water hardness topic. This paper will require students to go beyond the traditional class assignment, by evaluating multiple scientific journal resources within their original paper. The scientific paper should be written with the goal of enhancing student’s conceptual understanding of the topic with strong emphasis on the Scientific Method.
- Honors students will gather more hands on experience in the laboratory by performing 3 additional labs. One of the labs will require the students to go beyond what they have ever experienced in a laboratory before, by having to collect different samples of water from different locations, analyzing them, drawing their conclusion and presenting their findings as part of a research paper.

4. What supplemental readings will be assigned and how will independent reading be determined and assessed? Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

As noted above supplemental readings will be the main source for their research paper. Students will be required to read supplemental articles, take notes on the articles that they will bring to class, analyze their findings and brainstorm with the rest of the class. Students will have to present to me on a weekly basis their findings and we will discuss as a class how to proceed in gathering more data. During class, sometimes during the small assembly time, and sometimes individually, I will ask students to write responses to a series of questions, such as the main purpose of an article, the lines of evidence the author uses to support his/her argument, how the reading relates to other class readings, and their opinions of the article. We will then follow up with a whole class discussion. As mentioned above, throughout the whole semester students will participate in POGIL activity, in which class starts by having students assume different roles that rotate each class period. Groups are mixed up throughout the semester. The activity starts either with a quick written question/answer or a quiz based on the previous activity. Reporting out is done orally or by writing on white boards. After each report class discussions are held.

Toward the last month of the semester, students will submit an originally written research paper. This has been already discussed above.

5. What ideas do you have for field trips, guest speakers, and opportunities to attend related cultural and social events, if applicable?

- 1) Possible guest speakers:

Researchers from NASA and the AFRL research lab.

- 2) Field trips & social events include:

Field trips to local water sources (Aqueduct, other?)

6. The course fulfills which of the following (check all that apply):

- ✓ general education requirement
- ✓ major requirement
- ✓ elective only

If elective, please describe how the course will benefit the honors student.

# ANTELOPE VALLEY COLLEGE

## HONORS COURSE PROPOSAL FOR FALL 2014

**Date: May 1, 2014**

**To: Honors Committee**

**From: Mark Hoffer**

**Re: Course Proposal for ENGL 101H: Academic Composition**

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This Honors course will offer a thematic exploration of visual rhetoric, allowing students to improve their critical reading, writing, and thinking skills by considering how visual texts convey, encode, reinforce, and challenge cultural narratives. This theme will be concretized in three principal ways:

- Two critical studies, *Glittering Images: A Journey through Art from Egypt to Star Wars* and *Everyone Loves a Good Train Wreck: Why We Can't Look Away*, will provide the framework for discussions and assignments. Additional texts (films, video files, library research materials) chosen specifically for this Honors section of ENGL 101 will ensure the rigor of the course.
- I am also taking my traditional ENGL 101 schedule and expanding the opportunities for student presentations throughout the semester. These “show and tells” will not only increase critical participation and interaction but also emphasize the course’s focus on visuals and persuasion.
- Lastly, I plan to invite guest speakers from among the AVC faculty to join our class discussions, interact with students, and share insights from various fields (such as art history, photography, and film and television) that relate to or can further illuminate the course’s thematic focus.

It is my hope that the Honors Committee recognizes how the course theme and the approaches above distinguish this installment of ENGL 101 as an Honors offering. I look forward to completing my preparation for the course, to generating interest in it, and, most importantly, to working with students in the Honors Program.

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## **AJ 102 Criminology Honors Proposal**

Tim Lynskey

### **Overview:**

*This Honors Option will require the student to write a research paper involving the study of a recent California criminal law. The research will include a discussion of the catalyst that prompted the initiation of the bill (social outcry, recent crime, change in technology), the primary goal of the author(s) of the bill, the history of the bill and any changes through the legislature, and initial public opinions (News articles, editorials, etc.).*

*Honors students who successfully complete the assignment will gain an increased understanding of how criminal laws are born, what was the initial goal for the law and how the author saw the law as a cure for a societal ill. They will need to exercise writing and critical thinking skills, which are applicable across all disciplines.*

### **Objectives:**

- Provide content about the history or background of the law being studied.
- Show an awareness of the system that produces California law.
- Utilizes research methods including proper documentation of the discipline.
- Help students to demonstrate critical thinking and/or meta-cognitive abilities.

### **Assignment:**

*Students who choose the Honors Option will be required to complete all required course work and then additionally be assigned to review California bill and initiative processes in California, select a subject law to research, describe the political process from introduction through the approval process, and ascertain if there are any political, public or grassroot groups “championing” the cause and providing support.*

*This project will require extensive critical thinking. The paper should be submitted in APA format, which is appropriate for Administration of Justice papers and proper writing format and documentation style will be emphasized.*

### **Individual Student Meeting Dates:**

- Week 3: Meet with student and sign honor’s contract
- Week 4: Select project law.
- Week 8: Submit an outline of paper and discuss assignment issues
- Week 12: Submit draft version of paper
- Week 15: Submit final paper

# 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.

**COURSE NAME:** THA 101: Introduction to Theatre

**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.**

- *Option to provide content about the history or background of the field being studied:* will explore theatre history, from Ancient Greek to American-Contemporary, introduction to performance theory and performance studies, emerging playwrights and new works, as well as, theatre's function in society.
- *Option to perform a case study, field experience, or other application:* will attend live theatre and write critical and creative responses to those productions. In addition, students will perform a certain theatre technique or present on a chosen organization where produced works demonstrate techniques or specific theatre practices.
- *Option to demonstrate critical thinking skills:* students will discuss, pose discussion questions for dialogue and critique. Through journaling and reflection, students will begin to analyze scripts,

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

Plays read in class and plays read as part of the Honors option will require a plot progression analysis and play script analysis. Additional trips to professional and emerging theatre productions will be part of the honors option as well in order to experience more in-depth looks into live theatre.

In addition, Honors Option students will lead at least one class discussion on predetermined topic. Students will create the lesson plan, with instructor guidance, and engage in discussion and theatre exercises on assigned day.

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

## Honors TAP Option by Contract Instructor Proposal

Students will explore and experiment with a variety of theatre forms and techniques in order to pose questions and stimulate dialogue related to institutional, social, cultural, interpersonal and personal relationships with theatre.

- Assignments for honors option students will include, but not limited to, presenting on a group (or individual) that does theater for social change, community engaged theater, etc. For example, students will present for 10 to 15 minutes on group (or individual):
  - when and where the company was founded
  - who founded the group, how many of the original members are there today (if you can gather that information)
  - what the goals were/are of the group in terms of theatre for social change
  - what their impact has been in the genre of theatre for social change
- Students will keep a journal throughout the semester writing and exploring their reflections on plays read, characters discussed, or topics introduced.
- Students will investigate “what does theatre do for us as a society (politically, socially, culturally, and personally) allowing for a critical and universal approach to theatre.

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

Students will participate in given circumstances assignments, in addition to focusing on analysis and evaluation of plays in terms of their content, structure, and style. Emphasis is placed on dramatic theory and the critical terms used to analyze particular plays, and the relationship between literary analysis and theatrical performance.

Writing assignments will include analysis and evaluation of plays in terms of their content, structure, and style. Emphasis is placed on dramatic theory and the critical terms used to analyze particular plays, and the relationship between literary analysis and theatrical performance.

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

Plays read will serve as primary sources for research, discussion, and assignments; however, students will need to use at least two national theatre specific resources, such as *Theatre Communications Group*, American Theater, or *Americans for the Arts*. Students will also need to use at least three academic research pieces in the field of theatre or performance studies, and students must use at least four other credible sources (including but not limited to, theatre blogs, journals, or websites) as secondary sources.

Attending live performances and researching local theatre organizations will assist in completing assignments and gaining knowledge of the wide-range and diverse theatre organizations and practitioners.

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

The honors option will benefit students because they will gain a better understanding and more in-depth exploration of theatre as an agent of change in society. Theatre is not only entertainment, but is a medium for personal, cultural, and social discourse and everyday life. Through assignments, discussions and reflections of theatre, students will gain transferable skills such as interpersonal skills, public speaking, analysis, and broad based thinking.

## Honors TAP Option by Contract Instructor Proposal

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### English 101: Academic Composition

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.

For the Honors Options, students will research and complete writing assignments about the former Dover Ban and the current U.S. policy of allowing photographs of caskets of fallen soldiers. After reading press releases about the lifting of the Dover Ban in 2009, students will choose two photos from the National Security Archive and write an essay in which they analyze the images as "visual text" to explain what is revealed. The final major assignment will be to write a position paper that considers opposing viewpoints and makes a proposal regarding media access to images of fallen soldiers and protocol for their distribution.

These assignments will complement the existing English 101 research paper where students make an argument about exposure to violent media or critique a popular film or television series where violence or scandal are used to hook the audience. Other English 101 assignments involve writing about underlying thematic or artistic quality in popularly successful works such as *The Big Sleep* and *A Streetcar Named Desire*. Students also examine how the film versions of these works that were released in the 1940s and 1950s were altered due to the Motion Picture Production Code.

## Honors TAP Option by Contract Instructor Proposal

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

Students will be required to meet with the instructor throughout the course to review their research, thesis formation, and writing assignments. Students will tentatively meet with the instructor during weeks 4, 6, 10 and 12.

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

Students will read the scholarly article “Lifting the Dover Ban: The Compromise on Press Access to Fallen Soldiers Returning From War” by Jason Zenor (available on Ebscohost) and read news reports such as “No Media Ban on Soldiers’ Coffins in Britain or Canada” by Katharine Seelye to gain a broader understanding of the Dover Ban and how other countries approach a similar issue. For their position paper, students will be asked to create an original proposal that goes beyond simply being for or against the Dover Ban.

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

Before choosing their own photographs to write about, all honors students will examine the same photo taken by a Department of Defense photographer and critique elements such as background, detail, gaze, and cropping. Students will then have to discuss their own choice of two different photos from Dover Air Force Base with the instructor. Apart from analyzing the photos, this assignment will foster critical thinking by asking students to consider why a photo of coffins could be so controversial when more graphic images of fictionalized violence are easily accessible in television and film.

Later in the term, before writing the position paper, students will also be required to meet and review an outline, thesis statement, and annotated bibliography. One of the required sources must be the Jason Zenor study mentioned above. A valuable part of writing the position paper will be the discussion and critique of the counter-argument.

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

The research paper mentioned above will be written in MLA format and must include both primary and secondary sources. The primary sources can be viewpoints of politicians regarding the Dover Ban, statements by family members of fallen soldiers, or websites that archive released photographs such as the National Security Archive.

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

## Honors TAP Option by Contract Instructor Proposal

This honors option will benefit students by having them research and form an opinion on a relevant issue regarding the media, censorship, and limits on what is appropriate to “share.” As many college composition texts now include sections on “visual texts” or “reading an image,” the ability to describe and analyze images is an invaluable skill in our digital age. The ability to write a position paper is still more invaluable as students need to practice synthesizing different sources and points of view to prepare for numerous disciplines beyond composition class.