

# HONORS COMMITTEE AGENDA

Monday, February 6, 2017

L-201

2:00PM

**Type of Meeting:** Regular

**Note Taker:**

**Please Review/Bring:** Agenda Packet

**Committee Members:**

John Vento, Faculty Chair

Dr. Tom O'Neil, Division Dean

Susan Knapp, Counseling

Rae Agahari, VAPA Representative

Kathy Bingham, Kinesiology & VAPA Representative

Dr. Mark McGovern, MSE Representative

Dr. Alexandra Schroer, MSE Representative

Pavinee Villapando, MSE Representative

Van Rider, Library Representative

Dr. Matthew Jaffe, SBS Representative

Guests:

Eric Martin

Items	Person	Action
I. Call to Order and Roll Call		
II. Opening Comments from the Chair	J Vento	
III. Open Comments from the Public		
IV. Approval of Minutes		a. November 28, 2016 Honors Minute (attachment)
V. Old Business		
VI. Discussion Items	J Vento	a. Honors Membership Update b. Honors Option English, Instructor Eric Martin c. Honors Option Update d. Honors Convocation: May 12 & Subject Area Awards e. Summer Honors Class f. Counseling Update g. Honors Option Form
VII. Action Items	J Vento	a. Honors Option English: Instructor Eric Martin
VIII. Other Business		
IX. Adjournment		

**\*\*NEXT MEETING:** February 27, 2017

# Honors Committee Meeting

Monday, November 28<sup>th</sup>  
L-201 - Conference Room  
2:00 p.m. – 3:00 p.m.

Type of Meeting: Regular

Please Review/Bring: Agenda, Minutes

**Committee Members:**

John Vento, Faculty Chair  
Dr. Tom O'Neil, Division Dean  
Susan Knapp, Counseling  
Rae Agahari, VAPA Representative  
Kathy Bingham, Kinesiology & VAPA Representative  
Dr. Mark McGovern, MSE Representative  
Dr. Alexandra Schroer, MSE Representative  
Pavinee Villapando, MSE Representative  
Van Rider, Library Representative  
Dr. Matthew Jaffe, SBS Representative  
Angela Koritsoglou, Rhetorical & Literacy

**Guests:**

Alberto Mendoza

## AGENDA

Items	Person(s) Responsible	Action
<b>STANDING ITEMS:</b>		
I. Approval of Previous Minutes of October 31 (attachment)	All	Motion passed
<b>DISCUSSION &amp; ACTION ITEMS:</b>		
I. Honors Membership	All	Biology 104 Course Approval Sp 17 (attachment)
II. Counseling		--motion passed
III. Biology 104 Course Approval Sp 17 (attachment)		Philosophy 105 Course Approval Sp 17 (attachment)
IV. Philosophy 105 Course Approval Sp 17 (attachment)j		--motion passed
II.		
III.		
<b>NEXT MEETING DATE:</b> Monday, February 6		

Honors TAP Option by Contract Instructor Proposal  
Eric Martin  
English 101

**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.**

Overview: The student will produce two slideshows, each based on research connecting a course theme to a specific topic and connecting an assortment of four texts to that topic.

The honors option project will be a two-part project (two slideshows) pairing research and critical thinking skills wherein the student will be assigned a theme/concept directly relating to a core course theme. Themes may include ideas like "issues of citizenship and heritage," "individual identity and media consumption choices," or "higher education and the marketplace." These themes are explored in the standard course through discussion and writing assignments based on novels, short stories and articles.

Detailed Explanation: For the honors option, the student will produce a two slideshows, each based on original research that extends and connects a course theme to new texts and to real world events. The nature of the slideshow will be discursive and conversational in the sense that the goal for the student is to identify, assess and analyze a variety of texts then articulate connections between those texts - effectively putting them into a single "conversation."

Students will be asked to locate and incorporate four high quality and expressly relevant sources: *two scholarly sources, one news item* (or one article on a real world event) and *one creative work* (a poem, short story, song, television show, or film).

Analysis of these sources will be synthesized into a slideshow (15-20 slides) that offers (1) a summary of key points and important concepts presented in each of the two scholarly sources, (2) direct citations from each scholarly source, (3) a summary of the news item and a brief explanation as to how the key points or concepts from the academic sources can be intelligibly applied to the news item and (4) a brief summary of the creative work and an explanation as to how the key points or concepts from the academic works can be intelligibly applied to the creative work. (5) The slideshow will also offer a brief explanation as to how the “conversation” represented by the contents of the slideshow fits into the context of the course theme and will (6) present a set of discussion questions for class discussion. (7) A “Works Cited” page formatted according to MLA guidelines will be required as the final slide in the slideshow. (This assignment will be produced twice – once in the second quarter of the course (Week 5 or 6) and once in the third quarter of the course (Week 11 or 12).)

Each of the two slideshows will be shown to the whole class. The slideshow will culminate in a set of discussion questions for the class looking for ways to connect the contents of the slideshow to discussions and texts previously addressed in the course. The student will have the option of introducing the slideshow in front of the class, taking questions from the class and/or verbally presenting any conclusions regarding the slideshow’s topic and texts.

The overall instructional aim of this project is to exercise critical thinking through synthesis, assessment of resources, conceptual thinking and connective thinking. In keeping with these aims, the final product will emphasize concise thought (and will not emphasize composition techniques or lengthy writing requirements). As this course is a composition course, composition and documentation techniques will be extensively covered in other areas of the course wherein students produce two essays incorporating research (totaling 10-12 pages), a formal persuasive essay and a literary analysis essay utilizing critical sources.

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

The student will be preparing each slideshow for presentation to the whole class, and thus the honors option project will offer multiple opportunities for demonstration, participation and involvement in the classroom. Also, the student will meet with the instructor to select quality resources, narrow and sharpen the focus of each slideshow and to develop the analysis that will function as the intellectual framework for the project.

Additionally, the each slideshow will extend the course themes in ways that match the student’s interest. The course themes are complex enough and broad enough to allow for many avenues of research. The student’s own interests, curiosities and

background will guide the direction of the project, leading to opportunities for rich engagement and academic satisfaction.

**3. List the specific meeting dates, deadlines and tasks.**

**Week 2:** At an in-person meeting, the student and instructor will review the assignment, clarifying the types of texts that need to be included in the slideshow and the types of slides, specifically, which will be produced. The research process will also be outlined so that the student is fully aware of how to locate each type of text for the assignment. An emphasis will be placed on assessing texts for relevance and quality at this meeting. At this time the student will generate a specific focus for the research, narrowing the theme down to a topic and also cultivating a list of search terms.

**Week 3:** The student will gather a list of resources and share this list with the instructor. The list should present multiple options for each category of text so that, with the instructor's help, the sources least likely to be beneficial can be eliminated.

**Week 3-4:** The student conducts the analysis required for drawing the connections required by the assignment, carefully reading each selected resource, drawing relevant citations from the academic sources, and producing brief summaries of each text.

**Week 5-6:** The student submits a working draft of the slideshow to the instructor and receives feedback regarding summaries, citations, design, quality of analysis and final discussion questions. Suggested changes are made. If no changes are required, the slideshow can be shown in class. If revisions are required in Week 5, the slideshow is resubmitted in Week 6 and shown to the class.

This process is repeated beginning in **Week 7** and culminating in a second slideshow on a second theme in **Week 12**.

For summer or intersession terms, this timeline will be adjusted and the project shifted to maintain all intellectual academic components but facilitate completion in a shortened time-frame. In the case of intersession, there will be only one, more substantial slideshow produced by the student.

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

This honors option project provides a greater depth and breadth of subject matter in every aspect of the assignment by asking students to become further informed as to scholarly perspectives on two course themes while also connecting those perspectives to real world events. The additional connection to creative works

demands another type of conceptual and connective thinking, which also deepens and extends the critical thinking exercised in the project. The variety of texts being connected in the student's "conversation" is expressly tailored to an enhanced breadth and depth of study *vis-à-vis* course subject matter.

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

The specific academic and intellectual challenges posed by this project are fundamentally critical thinking challenges. Through the research process, the student will exercise skills of assessment and analysis via the selection of the texts and through the task of discerningly, accurately and concisely summarizing the contents of the texts. In addition to the conceptual thinking demanded by summarizing the ideas of the texts, the student will also be tasked with the larger conceptualization task of fitting four different texts together into a single conversation, thus practicing abstract thinking skills as well as problem solving skills. Producing discussion questions based on four texts while maintaining a unified focus will further exercise the skills of synthesis, evaluation, conceptualization and analysis. Additionally, in creating a slideshow, the student is afforded an opportunity to exercise creativity and gain experience creating multimedia texts/presentations.

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

As this course is a composition course, research and documentation methodology form a core element of the curriculum and will be discussed and practiced at length in other course assignments. The honors option slideshow project will focus on intellectual skill-building and research (but not on documentation style within composition *per se*). The following elements of the assignment are related to research and documentation:

- The student will conduct original research and identify, analyze, summarize and connect four different sources.
- Two of these sources will be scholarly sources – but only two.
- The variety of the sources involved in the project will lead the student to explore a number of research "locations" or modes.
- The student will provide direct citations from the academic sources (but these will not be presented within a formal composition as in-text citations).
- The student will produce an MLA-formatted "Works Cited" page for each slideshow.

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

The student will have two opportunities to pursue his or her individual interests and curiosities with this honors option assignment, choosing a topic within the each provided theme. There is ample space for creativity here.

There is also lasting value for the student in encountering scholarly perspectives on a real world issue. Applying theory to life is, essentially, the model and practice of intellectual labor both in and outside of academia. In this way, the honors student will be pursuing higher level academic work and getting a taste of the pleasures of scholarship.



**Approved Honors Faculty for Honors Option Contracts**  
**Spring – Summer- Fall**  
**LAST UPDATE (1/11/17)**  
**Honors Options by Contract**

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

Honors students may complete three of the six 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
<b>Accounting 201 &amp; 205</b>	<b>S. Adams</b>
<b>Administration of Justice 206</b>	<b>D. Cummins &amp; T. Lynski</b>
<b>Anthropology</b>	<b>D. Earl &amp; D. Wiewall, S. Cranley</b>
<b>Art</b> (3 units or higher transferable classes)	<b>R. Agahari , L. Evan, C. Mugnolo</b>
<b>Astronomy</b>	<b>M. McGovern</b>
<b>Biology 101</b>	<b>B. Fredette &amp; D. Feickert</b>
<b>Biology 104</b>	<b>D. Feickert</b>
<b>Biology 110</b>	<b>M. Rainbow</b>
<b>Biology 201</b>	<b>D. Feickert , S. Langjahr, &amp; N. Riley</b>
<b>Biology 202</b>	<b>S. Langjahr &amp; J. Esdin</b>
<b>Business Law 201</b>	<b>D. Adams</b>
<b>Chemistry 110, 120, 210 &amp; 220</b>	<b>A. Schroer, J. Harper &amp; D. Newman</b>
<b>Child Family Education 105</b>	<b>M. Parker</b>
<b>Communications</b>	<b>N. Dixon, S. Garagliano, N. Kim, T. McDermott, H. Rao &amp; P. Reed</b>
<b>Dance</b> (3 units or higher transferable classes)	<b>C. Littlefield &amp; K. Burnett</b>
<b>Deaf Studies</b> (3 units or higher transferable classes)	<b>D. Humphrey &amp; D. Rumsey</b>
<b>Earth &amp; Space</b> (3 units or higher transferable classes)	<b>A Burd</b>
<b>Economics 101 &amp; 102</b>	<b>I. Ganley &amp; M. Kemp</b>





<p style="text-align: center;"><b>English</b> (3 units or higher transferable classes)</p>	<p style="text-align: center;"><b>J. Ahmad, S. Covell, T. Garcia, M. Hoffer, C. Hood, K. Lubick, R. Jennings, V. Jennings, A. Koritsoglou, S. Lowry, S. Memmer, E. Martin, H. Martin , K. Mitchell, K. Oliveira, B. Palagallo, W. Rider, S.Tafarella, J. Toth, W. Vaughn H. Williams</b></p>
<p style="text-align: center;"><b>Film TV 101, 201</b></p>	<p style="text-align: center;"><b>A.Welsch &amp; K. North</b></p>
<p style="text-align: center;"><b>Foreign Languages</b></p>	<p style="text-align: center;"><b>M. Aponte, L. Bohler, S. Kapeles, &amp; R. Ruckman</b></p>
<p style="text-align: center;"><b>Geology</b></p>	<p style="text-align: center;"><b>A Burd &amp; M. Pesses</b></p>
<p style="text-align: center;"><b>Geography</b></p>	<p style="text-align: center;"><b>K. Duret &amp; M. Pesses</b></p>
<p style="text-align: center;"><b>Health</b> (3 units or higher transferable classes)</p>	<p style="text-align: center;"><b>K. Bingham</b></p>
<p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;"><b>S. Burn, G. Guillen, M. Jaffe , R. Read, J. Robin, K. Shafer &amp; N. Stepro</b></p>
<p style="text-align: center;"><b>Interior Design</b> (3 units transferable classes)</p>	<p style="text-align: center;"><b>L. Baker</b></p>
<p style="text-align: center;"><b>Latin</b></p>	<p style="text-align: center;"><b>R. Ruckman</b></p>
<p style="text-align: center;"><b>Mathematics</b> (Honors options are available for Math courses 115 or higher)</p>	<p style="text-align: center;"><b>D. Anderson, S. Brown, C. Hendrix, R. Osawa, M. Tran &amp; P. Villapando</b></p>
<p style="text-align: center;"><b>Music</b> (3 units transferable classes)</p>	<p style="text-align: center;"><b>E. Fewtrell, P. Martindale D. Newby</b></p>
<p style="text-align: center;"><b>Nutrition</b> (3 units transferable classes)</p>	<p style="text-align: center;"><b>A Volk</b></p>
<p style="text-align: center;"><b>Philosophy 105, 106 &amp; 110</b></p>	<p style="text-align: center;"><b>C. Gratton, A. Mendoza &amp; Sherry Zhu</b></p>
<p style="text-align: center;"><b>Physics 101 &amp; 110</b></p>	<p style="text-align: center;"><b>J. Bowen, Mark McGovern &amp; J. Towe</b></p>
<p style="text-align: center;"><b>Political Science 200, 202 &amp; 203</b></p>	<p style="text-align: center;"><b>N. Bednar</b></p>
<p style="text-align: center;"><b>Political Science 101, 103 &amp; 201</b></p>	<p style="text-align: center;"><b>J. Vento</b></p>
<p style="text-align: center;"><b>Psychology</b> (3 units transferable classes)</p>	<p style="text-align: center;"><b>F. Aviles, I. Gat, D. Lewis L. Johnson &amp; D. McCabe</b></p>
<p style="text-align: center;"><b>Sociology</b> (3 units transferable classes)</p>	<p style="text-align: center;"><b>A Andrada, D. Cervi &amp; R. Ball, A. Ambartsumyan</b></p>
<p style="text-align: center;"><b>Theater</b> (3 units transferable classes)</p>	<p style="text-align: center;"><b>C. Corona &amp; J. Leighton</b></p>