

HONORS COMMITTEE AGENDA

Monday, September 11, 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

RL Representative - **VACANT**

Rae Agahari, AH Representative

Kathy Bingham, HSS Representative

Dr. Mark McGovern, MSE Representative

Pavinee Villapando, MSE Representative

Bassam Salameh, MSE Representative

CTE Representative - **VACANT**

Dr. Matthew Jaffe - SBS Representative

Van Rider, Library Representative

TAP Representative - **VACANT**

Alpha Iota/ASO Representative - **VACANT**

| 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 | ALL | a. May 22, 2017 Honors Minutes (attachment) |
| V. Old Business | | |
| VI. Discussion Items | J Vento | a. Honors Statistics (attachment) b. Counseling c. Honors Option d. Lisa Karlstein Photography 107 (attachment) e. Ken Lee Communication 101 (attachment) f. Jane Macfie Theatre 101 (attachment) g. Luis Enriquez Math 115 (attachment) h. Zia Nisani Biology 120 (attachment) i. UCLA Meeting: October 27 |
| VII. Action Items | J Vento | a. Honors Option b. Lisa Karlstein Photography 107 c. Ken Lee Communication 101 d. Jane Macfie Theatre 101 e. Luis Enriquez Math 115 f. Zia Nisani Biology 120 |
| VIII. Other Business | | |
| IX. Adjournment | | |

Next Meeting:

HONORS COMMITTEE AGENDA

Monday, September 11, 2017

L-201

2:00PM

Type of Meeting: Regular

Note Taker: Mark McGovern

Committee Members:

John Vento, Faculty Chair

Dr. Tom O'Neil, Division Dean

Susan Knapp, Counseling – **ABSENT**

RL Representative - **VACANT**

Rae Agahari, AH Representative

Kathy Bingham, HSS Representative

Dr. Mark McGovern, MSE Representative

Pavinee Villapando, MSE Representative

Alexandra Schroer, MSE Representative

CTE Representative - **VACANT**

Dr. Matthew Jaffe - SBS Representative

Van Rider, Library Representative - **ABSENT**

TAP Representative - **VACANT**

Alpha Iota/ASO Representative – **VACANT**

Guest: Luis Enriquez

| Items | Person | Action |
|-------------------------------------|---------|---|
| I. Call to Order and Roll Call | J Vento | Meeting was called to order at 2:08 pm. |
| II. Opening Comments from the Chair | J Vento | None |
| III. Open Comments from the Public | | None |
| IV. Approval of Minutes | ALL | May 22, 2017 Honors Minutes (attachment) - Approved |
| V. Old Business | | |
| VI. Discussion Items | J Vento | <ul style="list-style-type: none"> a. Honors Statistics (attachment) – The data was reviewed and discussed by the committee. b. Counseling – Honors is under Transfer now. More TAG workshops are to be offered and more is being done to communicate with students. c. Lisa Karlstein Photography 107 (attachment) d. Ken Lee Communication 101 (attachment) e. Jane Macfie Theatre 101 (attachment) f. Luis Enriquez Math 115 (attachment) g. Zia Nisani Biology 120 (attachment) h. UCLA Meeting: October 27 |
| VII. Action Items | J Vento | <ul style="list-style-type: none"> a. Lisa Karlstein Photography 107 – Approved Unanimously b. Ken Lee Communication 101 – Approved Unanimously c. Jane Macfie Theatre 101 – Approved Unanimously d. Luis Enriquez Math 115 – Approved Unanimously e. Zia Nisani Biology 120 – Approved Unanimously |
| VIII. Other Business | ALL | Equity Gap – The equity gap in the honors program with regards to the population of African American students, as discussed at the Welcome Back meeting, was discussed. The discussed centered around how to close this gap. |
| IX. Adjournment | J Vento | Meeting was adjourned at 2:54 pm. |

Next Meeting: October 30th, 2017

| ENROLLMENT | SPRING2013 | SPRING 2014 | SPRING 2015 | SUM 2015 (AUG) | 2015_DEC | SPRING 16 (JUN) | SUM 2016 (AUG) |
|---|-------------------|--------------------|--------------------|-----------------------|-----------------|------------------------|-----------------------|
| | 323 | 317 | 415 | 325 | 378 | 509 | 405 |
| CLASSES OFFERED | F12 | S13 | SUM | F13 | S14 | SUM | F14 |
| | 7 | 7 | 0 | 9 | 9 | 0 | 8 |
| OPTIONS | FALL 12 | SP13 | SUM13 | FALL13 | SP14 | SUM14 | FALL14 |
| COMPLETED | 88 | 82 | 12 | 72 | 74 | 23 | 110 |
| ATTEMPTED | 98 | 93 | 13 | 97 | 92 | 23 | 139 |
| | 89.80% | 88.17% | 92.31% | 74.23% | 80.43% | 100.00% | 79.14% |
| HONORS OPTION FACULTY | FALL 14 | FALL 15 | SPRING 17 | | | | |
| | 60 | 91 | 96 | | | | |
| STUDENT THAT COMPLETED THE PROGRAM | SP13 | SP14 | SP15 | SP 16 | SP 17 | | |
| | 35 | 49 | 41 | 85 | 95 | | |

| | | |
|---------------|-----------------|-------------------|
| Jan-17 | 1-Jun-17 | Aug 8 2017 |
| 483 | 621 | 454 |

| | | | | | | | |
|-------------|------------|-------------|--------------|----------------|-----------------|--------------|---------------|
| SP15 | F15 | SP16 | SUM16 | FALL 16 | SPRNG 17 | SUM17 | FALL17 |
| 11 | 13 | 14 | 4 | 15 | 15 | 5 | 16 |

| | | | | | | | | | |
|---------------|---------------|---------------|----------------|---------------|---------------|----------------|-----------------|------------------|----------------|
| SP15 | SUM15 | FALL15 | INTER16 | SP16 | SUM16 | FALL 16 | INTER 17 | SPRING 17 | SUM 17 |
| 127 | 27 | 155 | 11 | 169 | 13 | 156 | 21 | 161 | 30 |
| 158 | 31 | 168 | 11 | 221 | 16 | 186 | 21 | 200 | 30 |
| 80.38% | 87.10% | 92.26% | 100.00% | 76.47% | 81.25% | 83.87% | 100.00% | 80.50% | 100.00% |



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.

PHTC 107 HISTORY OF PHOTOGRAPHY

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.

PHOT 107 History Of Photography Course Materials:

Analyze the various components of photographic imagery reflective of a specific photographic development from 1839 to the images of today. Stages in this development will include the following:

- a) **Comparisons of landscape and architectural photographic interpretations between 1839 and 1890 as seen by the lens of the camera.**
 - b) **Comparisons of various photographic icons associated with various periods of social usage of photographic images.**
 - c) **Comparisons of photographic icons associated with various temporal periods**
1. **Articulate an in-depth knowledge of how rapidly changing technologies have affected both the quality and types of photographic images since the inception of photography in the earlier 1800's to the present.**



Honors TAP Option by Contract Instructor Proposal

2. Recognize and distinguish how images produced by the camera have affected social, governmental and commercial goals.

In addition to the course work the Honors Option Students proposal should reflect the research and consideration the honors student has given to the formulation of the project, the project's central idea(s), as well as the specific means intend to utilize in order to synthesize or realize these ideas within the research paper and presentation. This proposal should show an awareness of the historical and cultural context in which the subject is situated as well as its influences, and personal or social factors that bear upon its significance in a larger cultural climate. The additional work the honors option student will perform will require the student produce work that demonstrates a higher standard and depth required of the standard PHOT 107 course. The honors students will be required to develop a proposal examining their choice of topics:

- Propaganda and the Photographic Image from Early years to Present
- Truth and the Photographic Image
- Images of Violence, Pain and Catastrophe- "The determining influence of Photographs in shaping what catastrophes and crisis we pay attention to, what we care about and ultimately what evaluations are attached to these conflicts."
Susan Sontag, Regarding The Pain Of Others.

2. Describe how the option will strive for a high degree of student participation and involvement. **Students will be required to be working independently and meeting regularly with the instructor to design a detailed original research study that will lend further insight to the topic, helping them to increase their understanding. Furthermore, this project will allow the student to refine their library research and presentation skills.**

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

Instructor will have meetings with honors options students as follows:

- **Week 2: Students meet with instructor to discuss research and process.**
- **Weeks 3-8: Begin research**
- **Week 5: Students submit outline for research.**
- **Week 8: Students submit ideas for final presentation/paper.**
- **Week 10-15 Open Presentation**
- **Week 12: Students will submit draft of final paper to instructor.**
- **Week 14: Students will hold class discussion on thesis topic**
- **Week 15: students will submit final paper and students will deliver a 15-20 minute presentation in class**

4. What activities, assignments, or readings will provide greater depth and breadth of subject matter? **Students will be actively engaging in research through journals, and significant texts, and will also be critically discussing this information with the instructor. They will use**



Honors TAP Option by Contract Instructor Proposal

this information to formulate a new study following all the components of the thesis, which will include updates and revisions as needed.

5. Describe writing assignments and discuss how the course will foster critical thinking.
Students will be asked to find scholarly research and current news items relevant to their topic of choice. This information will then be used to design a research study, to further understanding of the selected topic. The paper will be no less than 10 pages, APA or MLA format. Students will gain formal speaking skills and presentation practice as when they present a 20 minute formal visual presentation in an open forum and in class discussing what they have learned and the rationale behind the thesis.

6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.
This research will require the honors student to write a 10 minimum thesis paper, Present it to the class in a 20 minute visual presentation. Texts to be considered are Susan Sontag, Regarding The Pain Of Others, Susan Sontag, Susan Sontag On Photography, James Elkins Photography Theory, Todd Page Core Curriculum, Robert Adams, Why People Photograph and various websites such as The New York Times “Lens Blog” and others approved by the instructor. The student must research and document information that support their idea.

7. Overall, please describe how this honors option by contract project will benefit the honors student.
The honors option will be valuable to students because they will gain a greater understanding and more in-depth exploration of the photographic image as an agent of change in our world. The goal is for the honors option to student to look far past the photographic image as something intended to please, the photographic image carries great power, it is personal, it commemorates, it informs, it documents and it lasts. Through assignments, discussions and reflections on photography, students will gain skills to intellectually and communicate complex concepts. In addition, students will become more engaged in the arts and have the potential to become the next generation of audience members.

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) Communication 101 – Introduction to Public Speaking; Instructor: Kenneth Lee

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.

Students will complete all the standard requirements and go beyond by giving high quality speeches that show depth in topics, quality research, and exemplary presentation skills. In addition the following must be completed:

Research paper 5-7 pages long with 5 or more sources from the EBSCO/Discovery database and 1 or more interview(s) with relevant individual(s) engaged in daily communication. The student major communication theory and explore its application within the context of communication in today's technologically-driven world. The student must meet with the instructor to have the topic approved. will select a

The theory that you choose should be found at the following website: <http://www.utwente.nl/cw/theorieenoverzicht/>.

Honors TAP Option by Contract Instructor Proposal

On this website, theories are outlined and some basic information concerning resources, sources, theoretical assumptions etc... are provided.

You are to choose a *single* theory to use, not a single *grouping* of theories. For example, social judgment theory is a *theory*; persuasive communication theories is a *grouping of theories*.

Choose your theory from within the following theory clusters:

- [Interpersonal Communication and Relations](#)
- [Organizational Communication](#)
- Health Communication
 - Present a 10 minute oral presentation summarizing the research completed and knowledge gained, which can be applied to real world situations furthering their communication skills. The speech must follow extemporaneous guidelines and include a Power Point, which demonstrates high technological skills.
 - Written critiques must be completed for 4 live speech performances, given outside of class, and approved by the instructor. Each of these critiques must be 3-4 pages and follow MLA format.

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

The option will allow students to engage in critical thinking and research as they explore a significant theory of communication and develop an understanding of real world application. The student will reach out to relevant people and organizations, through interview(s), to understand application of the researched theories in the world of commerce. The student will then orally present the newly acquired knowledge to demonstrate a deeper knowledge of the subject matter.

A tentative schedule of due dates are below:

Week 1 – Dates of standard speeches and exams will be furnished

Week 4/5 – Topic selection is finalized

Week 11 – Rough draft of research paper due

Week 14 – Final draft of research paper due

Week 15/15 – Speech/Power Point presentation

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

- The following speeches will be presented:
Introduction Speech

Honors TAP Option by Contract Instructor Proposal

Cultural Narrative Speech (5-7 min)

Informative Speech (7-10 min)

Persuasive Speech (10-15 min)

The honor's student must give top quality speeches, which cite credible sources (academic sources rather than websites) and show a depth of research. All guidelines for delivery will be followed in an exemplary manner, using the extemporaneous delivery method.

- Complete, with a grade of A or B, midterm and final exam. At the conclusion of the competition, the student will provide a 2-3 page analytical probe detailing what was learned regarding speech competitions and performance requirements for successful competitions.
- Participate in the Intramural Speech Competition.
- Complete 4 critique papers, 2 must be live outside speeches and 2 student presented speeches inside the class. All guidelines for the critiques will be given and papers will follow the MLA format.
- Complete a research paper by selecting a major communication theory and exploring its application within the context of communication in today's technologically-driven world.
- Conduct 1 or more interview(s) with relevant business leader(s) engaged in daily communication to gain application and synthesize the selected research theory.
- Present a Power Point that clarifies and strengthens ideas without overpowering the speech.
- The honor's student will meet with the instructor to receive approval of the research topic and two additional times during the semester to review the progress of assignments.

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

Writing assignments will encompass outlines for each speech, 4 critiques, and a research paper. Outlines will provide a means for students to judge each part of their speech for adequate supporting materials and balance of facts and arguments.

The critiques will require the student to listen critically and develop rhetoric to analyze another speaker for arguments and logic, enabling the student to focus on the relationships between ideas. A research paper will foster critical thinking as the student explores in depth a significant theory in communication and the application of this theory in real world applications.

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

Students will be required to research each topic for speeches presented and write a research paper. Sources will vary depending on the topic; however, EBSCO/Discover database will provide

Honors TAP Option by Contract Instructor Proposal

primary and secondary sources for all research. Students will be expected to cite all sources and create a bibliography for all research following an MLA format. At least one credible interview must be conducted as part of the research project.

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

Through completion of this project, students will gain significant knowledge of the communication process and theories. The student will gain the ability to research, analyze and present relevant information on a variety of topics. Additionally, students will be able to critically evaluate messages distinguishing fact from opinion, and assess the soundness of evidence. Students will go beyond the classroom to see application and importance of communication in the real world.

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.

THA 101: Introduction to the 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.

In the general **THA 101: Introduction to the Theatre** course, materials cover the following areas:

- Read and discuss in class 8 of the 10 chapters of the textbook: Theatre: The Lively Art – by Edwin Wilson & Alvin Goldfarb.
- One class devoted to the discussion of The Director's Concept- how a director conceives and builds a theatrical event. **(For students in the Honors Option: they will present a class discussion about one play they have seen, what they learned about the Director's concept, and how they deduce the director worked on the play and utilized his or her concept with the actors and designers.)**
- Several classes involving monologue work and scene work by the students.
- A special project involving a student's work on an assigned monologue, one they choose, or one they have written. **(For students in the Honors Option: they will present 2 contrasting monologues, one of which they will write.)**
- It is required for each student to attend at least one Play production. **(For students in the honors Option: they will be required to attend 2 play productions, one of which they will present as a lecture in class (see second bullet point.)**
- The course provides an introduction to the history of theatre, the basic job descriptions and roles of each theatre practitioner, a review of the most prevalent theories and approaches to acting, directing and playwriting,
- Cover the chapters on world theatre history as separate lectures devoted to Ancient Greek and Roman Theatre, Asian Theatre, Western Theatre, and the development of American Theatre.

Honors TAP Option by Contract Instructor Proposal

- Students will see films in class of at least 5 plays, and various in class assignments and assigned homework will ask students to reflect on and review the plays they have seen. **(For students in the honors Option: they will view a film or television version of a play on their own and write a review which they will present to the class)**

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

In the general THA 101 course, students are required to attend one play outside of class. By attending another play and reporting on the experience to the class, the student will develop critical thinking skills and practice relating key points of an experience to others.

The general THA 101 course students view 5 plays in class and write assignments on them. The Honors Option student will view and assignment on their own and report on it to class. This will encourage students to take responsibility for their own education and find access to and pick a production to see on television, get from a library as a DVD, or view online.

In the general THA 101 course, students are required to prepare and perform one monologue they have either written or chosen, or have been assigned. The Honors Option students will do two contrasting pieces, giving them more direct experience with performing different kinds of theatre. At least one of these pieces will be written by the student, fulfilling the class objective of learning how theatre enriches lives by allowing us to share personal ideas and experiences, and the importance of self-expression for a healthy mind.

Instructor will have group meetings with honors options students on Week 1, 4, 7, 9 and 11. The academic benchmarks are as follows:

- Week 1: Students meet with instructor to discuss and review academic contract and special honors assignments.
- Week 4: Students will present plans for what additional play production they are going to see.
- Week 7: Students will submit written review of play production they have seen, and discuss class presentation with instructor.
- Week 9: Students will give one twenty minute class lecture on play they have seen, and their critique of it.
- Week 10: Deadline for students to have viewed a film or tv production of a play on their own. Students will turn in their written paper on the play.
- Week 11: Students will present paper on film of play they have seen to class.
- Week 12: Along with regular student's monologue presentations, students will present BOTH monologues they have worked on to class.
- Week 15/16: students will deliver a 15-20 minute presentation in class (along with the general class groups); students will submit final journal.

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

Students will view a number of plays on film, and at least 2 live plays, and draw critical conclusions from these performances. They will gain greater understanding of various kinds of theatre, and share that understanding with their classmates.

Honors TAP Option by Contract Instructor Proposal

Students will perform 2 contrasting monologues, giving them a more diverse experience in performing in front of an audience, and knowledge of what tools are needed to understand and convey meaning in different kinds of theatrical material.

4. Describe writing assignments and discuss how the course will foster critical thinking.
 - Submission of a report on the Director's concept of a play they go to see on their own, with Instructor's help bring in supporting images and objects to illustrate concept of play. Using their own judgment and what they have learned in class, they will rate the acting, direction, scene and costume design of the play they have seen, as well as the play itself.
 - Composition of their own monologue taken from life or imagination, giving practice in creative writing and construction of a theatre piece.
 - Written and verbal report on a film or television version of a play they have seen, utilizing their ability to critique what they have viewed and describe it to others.

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

Plays viewed both live and on film will serve as the primary source for discussion and assignments. Knowledge obtained through the textbook of various theatrical styles and techniques will serve as a secondary source for research and assignments, as the student will need a careful reading of the text to prepare the Director's concept assignment. A third source will be notes taken in class, and finally internet, library and other resources will be utilized to access plays on film. All written papers turned in will be expected to be spell-checked, grammatically correct and thorough.

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

The honors option for this class will benefit the student because they will view 2 more plays, and increase their experience and appreciation for different types of theatre. They will gain confidence and organizational skills by preparing 2 reviews and critiques of productions they see on film and live, and presenting their papers to the class. They will gain creative writing experience by writing their own monologue and performing another one, thus getting more experience first-hand about how theatre enriches lives and helps us clarify our own experience.



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.

(Math 115 - Statistics)

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.

This honors project will require students to find a topic that is pertinent to the field of Statistics. Examples include, but are not limited to business, social sciences, psychology, life science, health science, and education.

Students will be investigating their chosen topic in far greater depth than the standard class would allow, and will be asked to complete a project. Students will be obtaining the data, and then organizing, summarizing, analyzing, interpreting, and drawing conclusions based on the data.



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 work independently and meet regularly with the instructor to design a detailed original research study that will lend further insight to the topic, helping them to increase their understanding. Furthermore, this project will allow students to learn the use of a statistical software in more detail than the standard class.

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

Over the semester, the student's progress on this research paper will be assessed in 1 on 1 meetings held after the regularly scheduled class sessions. The following timeline of milestones will be used:

Week 2: Selecting a topic and the data will start being collected

Week 3-4: The data will be organized using the appropriate tables and graphs.

Week 5-8: A summary of the data will be calculated, that include but not limited to, the measures of center, measures of variation, measures of relative standing, quartiles and outliers.

Week 9: Assessment of the normality of the data

Week 10-11: Inferential statistics: Confidence intervals are created

Week 10: Volunteer hours must be completed, written synopsis of their experience due.

Weeks 12-13: Inferential statistics: Hypothesis test are performed

Week 14: Project paper due

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

The students will be actively engaging in research through journals, media and significant books, and will also be critically discussing this information with the instructor. They will use this information to formulate a new study following all the components of the scientific method, which will include updates and revisions as needed.



Honors TAP Option by Contract Instructor Proposal

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

Students will be asked to use the topics learned in class and applied them in the data. This information, given as the semester progresses, will then be used to apply to the collected data, and it will be providing students with further understanding of the selected topic. Students will be exposed in the analytical process of statistical procedures.

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

Students will utilize the internet and library resources while researching their topics. They will also be exposed to the formal process of statistical procedures.

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

This project will allow students to explore topic covered in class in more detail than time allows. Furthermore, they will learn to use the knowledge they gained in developing a research project.



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.

(Biology 120: General Organismal, Ecological and Evolutionary Biology)

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.

This honors project will require students to find a topic that is pertinent to the field of Evolutionary Biology. Examples include, but are not limited to:

- i. Evidence of co-evolution
 - a. bacterial symbionts
 - b. plant/animal
 - c. fungal symbionts
- ii. Evidence for the evolution of developmental pathways
- iii. Evidence for the evolution of diverse mating systems
- iv. Demonstration of the role of disease in the evolution of species
- v. Evidence of evolution resulting from predator-prey interactions
- vi. Evidence of evolution in the mitochondrial genome



Honors TAP Option by Contract Instructor Proposal

- vii. Evidence for the ancestral group of flowering plants
- viii. Evidence for speciation through hybridization.
- ix. Evidence for reticulate evolution.
- x. Evidence for speciation through polyploidization
- xi. Evidence for sympatric speciation
- xii. Evidence for the evolution of codon choice
- xiii. Evidence of evolution in the chloroplast genome
- xiv. Recent evidence arguing for or against Wright's shifting balance theory
- xv. Hypotheses on the evolution of sex and recombination

Students will be investigating their chosen topic in far greater depth than the standard class would allow, and will be asked to consider the topic from a critical viewpoint including controversies that exist in connection with the topic. The students will find a minimum of 15 scholarly sources (journals, books) and be asked to consider current or cutting edge research that is being focused on in the news as well. The students will then incorporate their knowledge into a paper highlighting the unique study they would design in order to discover new information relevant to their chosen topic. The project will culminate with each student presenting a 20 minute lecture through professional power point format in an open forum (Time to be determined with consultation with student) on their topic (not a requirement for the standard class). The forum will be open to public. The presentation will include details of their proposed study, justification for the study and incorporate their experiences and deeper understanding discovered during their volunteer experience. The ability to present information and answer questions in front of a group will be invaluable for their future academic endeavors

2. Describe how the option will strive for a high degree of student participation and involvement. Students will be required to be working independently and meeting regularly with the instructor to design a detailed original research study that will lend further insight to the topic, helping them to increase their understanding. Furthermore, this project will allow them to hone their library research and presentation skills.
3. List the specific meeting dates, deadlines and tasks.
Week 2: Selecting a topic and developing a hypothesis
Week 4: Hypothesis due
Must be a related to some aspect of modern evolutionary biology.



Honors TAP Option by Contract Instructor Proposal

Weeks 3-8: Begin literature review

Week 9: Literature review due

Literature review must include at least 15 APA formatted citations to recently published scientific articles.

Week 10: Volunteer hours must be completed, written synopsis of their experience due.

Weeks 11-15: Power point presentation in an open forum (Time TBD)

Week 13: Research paper due

4. What activities, assignments, or readings will provide greater depth and breadth of subject matter? The students will be actively engaging in research through journals, and significant books, and will also be critically discussing this information with the instructor. They will use this information to formulate a new study following all the components of the scientific method, which will include updates and revisions as needed.
5. Describe writing assignments and discuss how the course will foster critical thinking. Students will be asked to find scholarly research and current news items relevant to their topic of choice. This information will then be used to design a research study, but not actually perform it, to further understanding of the selected topic. The paper will be 12-15 pages in length, requiring the appropriate cover page, abstract, and reference components necessary for formal APA format. Students will gain formal speaking skills and presentation practice as when they present a 20 minute formal power point presentation in an open forum discussing what they have learned and the rationale behind the study they have designed.
6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized. Students will utilize the internet and library resources while researching their topics. Students will mainly use primary sources (peer-reviewed articles) but secondary sources (i.e. books) can be used with instructor's approval.
7. Overall, please describe how this honors option by contract project will benefit the honors student. This project will allow students to explore topic covered in class in more detail than time allows. Furthermore, they will learn to use the knowledge they gained in developing a research project.