



**ANTELOPE VALLEY COLLEGE
HONORS COMMITTEE MEETING
AGENDA
August 24, 2015
2:00 p.m.
L-201**

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. May 18, 2015 Honors Meeting
5. OLD BUSINESS
6. DISCUSSION ITEMS
 - a. February 8, 2016 Honors Committee Meeting (1st Day of Spring)
 - b. Honors Options
 - Communications 101: Patricia Read
 - Engineering 110, 185 and 230: Steven Brown
 - English 101 Kristine Oliveira
 - English 101: Wendy Rider
 - Math 115 Steven Brown
 - Music 107: Peggy Martindale
 - Nutrition and Food: 101 Anne Volk
 - Philosophy 201: Dr. Claude Gratton
 - Sociology 101: Dr. Daniel Cervi
 - Theatre 239: Carla Corona
7. ACTION ITEMS
 - a. Honors Options
 - Communications 101: Patricia Read
 - Engineering 110, 185 and 230: Steven Brown
 - English 101 Kristine Oliveira
 - English 101: Wendy Rider
 - Math 115 Steven Brown
 - Music 107: Peggy Martindale
 - Nutrition and Food: 101 Anne Volk
 - Philosophy 201: Dr. Claude Gratton
 - Sociology 101: Dr. Daniel Cervi
 - Theatre 239: Carla Corona
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.

HONORS COMMITTEE MINUTES

August 24, 2015

2:00 p.m. – 3:30 p.m.

Library 201

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

1. CALL TO ORDER AND ROLL CALL

- a. Members present: Rae Agahari, Kathy Bingham, Susan Knapp, Mike Peeses, Bassam Salameh , Alex Schroer, Pavinee Villapandoo, Alexander Nelms, John Vento (Co-Chair), Bonnie Suderman (Co-Chair).
- b. Members absent: Matthew Jaffe, Mark McGovern, Tom O'Neill, **Van Rider (?)**
- c. Guest: Claude Gratton, Kristine Oliviera, Wendy Rider, Patricia Read, Anne Volk
- d. The Honors Committee meeting was called to order by John Vento, Co-Chair at 2:06 p.m.

2. OPENING COMMENTS FROM THE CHAIR

- a. None

3. OPEN COMMENTS FROM THE PUBLIC

- a. None.

4. APPROVAL OF MINUTES

- a. None

5. OLD BUSINESS:

- a. None

6. DISCUSSION ITEMS

- a. Communication 101 Honors Option
 - i. Ms. Read presented the contract.
 - ii. Some features were longer speech, extra critique on speeches, research paper and interview.
- b. English 235 Honors Option
 - i. Ms. Oliviera presented the contract.
 - ii. The theme is Images of Human Suffering and how the media presented them.
 - iii. One the book that students will read is *Mo' Meta Blues: The World According to Questlove*.
 - iv. Students are required to demonstrated deeper level of critical thinking in their honors option work.
- c. English 101 Honors Option
 - i. Ms. Rider presented the contract.
 - ii. Some features were analysis of rhetorical strategies and 2 research papers
 - iii. The anthology for this class is *The Presence of Others*.
- d. Nutrition 100 Honors Option
 - i. Ms. Volk presented the contract.
 - ii. Some features were students will have to research career option in the field of nutrition.
 - iii. An in-depth study of dietary analysis with realistic case studies.

- e. Philosophy 201 Honors Option
 - i. Mr. Gratton presented the contract.
 - ii. There was a concern that the word-limit for the papers Mr. Gratton assigned was too long and that this will intimidate potential students. After some discussion the committee decided to stay with the proposed page limit and see how the students fare.
- f. Engineering 110, 185 & 230 Honors Option
 - i. Mr. Vento presented the contract on behalf of Mr. Brown.
 - ii. There was a concern that a proposal that covers three engineering classes is too general.
- g. Maths 115 Honors Option
 - i. Mr. Vento presented the contract on behalf of Mr. Brown.
 - ii. Ms. Villapandoo wanted to make sure that Maths 115 will include the use of technology (i.e. software).
- h. Music 107 Honors Option
 - i. Mr. Vento presented the contract on behalf of Ms. Martindale
- i. Theater 239 Honors Option
 - i. Mr. Vento presented the contract on behalf of Ms. Corona

7. ACTION ITEMS

- a. Communication 101 Honors Option : Ms. Read
 - i. Motion to approve Communication 101 Honors Option, motion seconded
 - ii. Approved unanimously
- b. English 235 Honors Option: Ms. Oliviera
 - i. Motion to approve English 235 Honors Option, motion seconded
 - ii. Approved unanimously
- c. English 101 Honors Option: Ms. Rider
 - i. Motion to approve English 101 Honors Option, motion seconded
 - ii. Approved unanimously
- d. Nutrition 100 Honors Option: Ms. Volk
 - i. Motion to approve Nutrition 100 Honors Option, motion seconded
 - ii. Approved unanimously
- e. Philosophy 201 Honors Option: Mr. Gratton
 - i. Motion to approve Philosophy 201 Honors Option, motion seconded
 - ii. Approved unanimously
- f. Engineering 110, 185 & 230 Honors Option: Mr. Brown.
 - i. Motion to approve English 101 Honors Option, motion seconded
 - ii. Approved with the provision that Mr. Brown rewrites the honors options to be more specific for each courses and that he submits a report on case studies of students' honors option projects he supervises.

- g. Math 115 Honors Option: Mr. Brown
 - i. Motion to approve Math 115 Honors Option, motion seconded
 - ii. Approved unanimously
- h. Music 107 Honors Option: Ms. Martindale
 - i. Motion to approve Music 107 Honors Option, motion seconded
 - ii. Approved unanimously
- i. Theater 239 Honors Option: Ms. Corona
 - i. Motion to approve Theater 239 Honors Option, motion seconded
 - ii. Approved unanimously

8. OTHER BUSINESS

The next Honors meeting will be at Monday, September 28th.

9. ADJOURNMENT

Meeting adjourned at 3.11 p.m.

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: Patricia Reed

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 business leader(s) engaged in daily communication. The student will select a 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.
- 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.

Honors TAP Option by Contract Instructor Proposal

The speech must follow extemporaneous guidelines and include a Power Point, which demonstrates high technological skills.

- Written critiques must be completed for two student speeches, presented during class. Each critique must be 2-3 pages long and follow MLA format. Written critiques must also be completed for 2 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

Demonstration Speech (5-7 min)

Informative Speech (7-10 min)

Persuasive Speech (10-15 min)

Impromptu Speech (time varies)

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.
- 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.

Honors TAP Option by Contract Instructor Proposal

- 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 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.

Engineering 110, 185 and 230:

Engineering Orientation and Basic Skills, Digital Logic and Design and Circuit Analysis

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.

Recommend a very flexible honors option specifically tailored to the student's interests and abilities. For engineering, topics/projects may include: history of any engineering profession, application or discipline including success stories or catastrophes; detailed research into a (covered) process or circuit; research into a (not covered) process or circuit; and using real (or simulated) circuits, apply the circuit to solve a particular engineering problem. Examples of digital projects may include: microprocessor programming, microcontroller use, robotics, control of a system or process, communications (error detection, error correction, coding), filtering, detection, signal analysis, etc. Examples of analog projects may include filters (passive and active), microprocessor interfacing, second order and greater systems analysis, control systems, stability analysis, frequency domain analysis, signal analysis tools, etc.

Process, procedure and results are to be documented in a formal paper. If a circuit is designed and fabricated (or simulated), the paper should address why the circuit was developed (what

Honors TAP Option by Contract Instructor Proposal

engineering problem does address), the engineering trade-offs chosen for this design, an evaluation of the positive and negative attributes of the circuit and an evaluation of the overall performance (including a power analysis). Class presentation is optional. Regular engineering students are not usually expected to do research or design circuits to solve engineering problems outside of the classroom environment.

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

Because the students choose their topic and venue, a high degree of student participation and involvement is expected. If possible, I'd like to meet every week with the students. Tentative schedule:

Week #1: Meet, laydown ground rules and expectations, review schedule and recommend topic possibilities

Week #2: Choose topic/project

Week #3: Topic proposal submittal

Week #4: Topic approval and preliminary outline/approach

Weeks #5 - #10: Status and circuit development (if applicable)

Week #11: First draft and review preliminary results (if applicable)

Week #12: Status and presentation ideas (if applicable)

Week #13: Second draft and review data products (if applicable)

Week #14: Last review including organization, grammar, etc.

Week #15: Final paper due and oral presentation to class (if applicable)

Week #16: Project complete

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

Any of these topics, activities or projects are designed to provide the student with a greater depth and breadth of engineering and the engineering environment. Although school resources are available, it is expected that the honors student will research and incorporate their own source materials.

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

To document the student's work or project, a formal, college level paper is required. To be included is the problem statement, solution(s) to the problem, implementation of the solution, summary or conclusions of the project and any lessons learned or recommendations. These projects are designed to foster organization skills, methodological reasoning and critical thinking.

Honors TAP Option by Contract Instructor Proposal

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

Research avenues for these projects are not limited and documentation style is negotiable as long as a disciplined engineering process is followed and the circuits satisfy the problem statement, are well designed and thoroughly evaluated. Problem statement and solution are to be well organized and presented in a professional, college level paper. All primary and secondary sources will be appropriately documented (sited).

6. Overall, please describe how this honors option by contract project will benefit the honors student. By performing any of these projects, the honors student will benefit by applying their interests into a topic of their choosing, thus gaining a deeper knowledge of engineering and how engineering principals are applied to solve real world problems.

Honors TAP Option by Contract Instructor Proposal

K. Oliveira

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.

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.

This honors option will require students to perform an intertextual analysis that puts theory and contemporary memoir into conversation with current social movements. The intertextual analysis requires a deeper level of critical thinking skills than is required of the regularly enrolled students who have not chosen to participate in the honors option. As part of the project, students are to reflect upon their own participation as audience/consumers of hip hop, thereby reflecting upon their own processes of making sense of themselves within a movement—both voluntarily and involuntarily.

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

In addition to regular course assignments, the students will need to meet with the instructor outside of classroom time. Additionally, the students will meet with the instructor in a small group setting three times throughout the semester. The meetings are scheduled to review student progress and

Honors TAP Option by Contract Instructor Proposal

to teach students to work collaboratively in order to learn how to analyze one text through the lens of another. The instructor will use a Socratic method of questioning to help students to think critically about the subjects and to develop a meta-awareness that is relevant to the course material.

Week Four: Students meet with instructor in order to discuss material and future meetings.

Week Eight: Students meet with instructor in order to discuss *Regarding the Pain of Others*.

They will receive direction for their group presentation. Due: Reader's response journal.

Week Eleven: Students meet with instructor in order to discuss progress on their presentation.

Week Thirteen: Due: Group presentation to the class.

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter? The reader response journal will hone students' critical awareness of the way that media's depictions of human suffering are produced in such a way that creates emotional distance from the subjects in the photos, which is the opposite of the intended purpose of photojournalism. The journal teaches them media theory at the same time that it requires students to become aware of the ways in which images of human suffering today are packaged and made easily consumable, thereby turning real life into something that feels synthetic, surreal, and which put distance between the observer and the observed.

The group presentation requires students to collaborate on a presentation that problematizes the role of the audience of hip hop music that is an artifact of a larger social movement. Students are encouraged to perform an intertextual analysis that does not rely upon outside sources, except when students need clarification and when they need to draw direct references to people and events in the social movement today.

4. Describe writing assignments and discuss how the course will foster critical thinking. For part one, after participating in the first formal essay, students will read *Regarding the Pain of Others* (Sontag) and will keep a reader's response journal. In the reader's response journal, students will explore their thoughts and feelings in response to what they read in each chapter. They will also reference specific current images presented to them in popular and/or independent media. Each journal entry is expected to be approximately 150 words in length. For part two, students will read *Mo' Meta Blues: The World According to Questlove* (Thompson and Greenman) and will make note of specific depictions of cultural struggles and innovations within the hip hop movement, as described by Questlove and Richard Nichols. Then, using the reader's response journal to Sontag's text and their notes from *Mo' Meta Blues*, students will create and deliver a group presentation that analyzes the ways that hip hop seeks to create a collective memory that stipulates what is important, and how the decisions about what is considered "important" are contested by competing interests, making frequent references to Sontag's text. The

Honors TAP Option by Contract Instructor Proposal

presentation is expected to be 8 – 15 minutes in length, depending on the number of students in the group.

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

Students are encouraged to read as much as widely as possible on the hip hop movement, reading multiple accounts of the ways in which the social movement has developed and is relevant today. However, students are discouraged from using outside academic sources in favor of leaning heavily upon the theory developed by Sontag. Students are encouraged to use primary and secondary sources of journalism from both mainstream and independent journalism.

6. Overall, please describe how this honors option by contract project will benefit the honors student. Upon completion of this course, students will have gained a deeper understanding of the subject matter and of the ways that they are made complicit in the exploitation of human struggle that is sold as entertainment. Students develop their abilities to think critically by putting what they read into conversation with other texts and by discussing the ways in which the texts help to uncover issues relevant to today's society or to problematize the validity of commonsense knowledge. For the Honors Option, students will demonstrate the ability to understand and to synthesize information regarding complex controversial issues.

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(English 101: Academic Composition) Instructor: Wendy Rider

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. English 101 is designed to teach college-level writing as measured by audience awareness, thesis, essay development, organization, word choice, grammatical control, and documentation. It also fosters critical thinking, textual analysis, and research skills. The honors option will require students to explore one of the course texts in more depth with extended library research and analytical writing beyond the regular class requirements. The student will also share what he or she learns with the class.
 2. Describe how the option will strive for a high degree of student participation and involvement. The student will meet with the instructor during the third week of the semester to discuss the honors option and complete the contract. From week 3 to week 11, the student will practice metacognition with a reflective journal about his or her experiences with the honors project. The student will meet with the instructor approximately every other week to address questions and discuss progress. The student will complete the research, write the paper, and submit it by the ninth week. The student will prepare an oral presentation and lead a class discussion on the subject of his or her honors option paper by the eleventh week of the semester.

Timeline

Week 3: Introductory meeting and contract discussion

Week 4: Submit form to the Honors Coordinator

Week 5: Select the text, discuss it with the instructor, begin research

Week 7: meet with the instructor to review progress

Week 9: Paper due

Week 11: Presentation and reflective journal due

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter?
All of my English 101 students write a textual analysis of rhetorical strategies. The honors student will go further to examine word choice and figurative language in the analysis. Regular students focus solely on the text; the honors student will also research the text using EBSCO Discovery Services and incorporate at least 3 scholarly sources into the paper. The paper will be at least 2 pages longer than the regular requirement (5-7 pages instead of 3-4 pages). As previously mentioned, the student will also present and discuss what he or she has learned with the rest of the class.
4. Describe writing assignments and discuss how the course will foster critical thinking.
For 8 weeks, the honors student will keep a metacognitive journal in which he or she explores, applies, and reflects on principles of critical thinking and persuasive writing. With instructor support, the student will make choices about which text to analyze and which strategies to use. The student will share journal entries with the instructor at our meetings and use it as both a planning ground and a progress log. The journal will connect organically to the main project paper described above.
5. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized. The honors student will research critical commentary on the selected text using EBSCO Discovery Services and other AVC Library resources. The student will incorporate at least 3 scholarly sources into the project paper. Full MLA format documentation will be required, including short and long in-text quotations with signal phrases, appropriate parenthetical citations, and a Works Cited page.
6. Overall, please describe how this honors option by contract project will benefit the honors student.
In many ways, learning to read and analyze a text critically is learning to read and analyze the world. Students will encounter rhetorical situations (written, spoken, and visual) in all of their college classes, their private lives, and their professions. This honors option project will give students sharper tools and a deeper awareness which will enhance their academic endeavors and beyond.

Honors TAP Option by Contract Instructor Proposal

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Engineering 110, 185 and 230:

Engineering Orientation and Basic Skills, Digital Logic and Design and Circuit Analysis

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

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- 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.

Recommend a very flexible honors option specifically tailored to the student's interests and abilities. For engineering, topics/projects may include: history of any engineering profession, application or discipline including success stories or catastrophes; detailed research into a (covered) process or circuit; research into a (not covered) process or circuit; and using real (or simulated) circuits, apply the circuit to solve a particular engineering problem. Examples of digital projects may include: microprocessor programming, microcontroller use, robotics, control of a system or process, communications (error detection, error correction, coding), filtering, detection, signal analysis, etc. Examples of analog projects may include filters (passive and active), microprocessor interfacing, second order and greater systems analysis, control systems, stability analysis, frequency domain analysis, signal analysis tools, etc.

Process, procedure and results are to be documented in a formal paper. If a circuit is designed and fabricated (or simulated), the paper should address why the circuit was developed (what

Honors TAP Option by Contract Instructor Proposal

engineering problem does address), the engineering trade-offs chosen for this design, an evaluation of the positive and negative attributes of the circuit and an evaluation of the overall performance (including a power analysis). Class presentation is optional. Regular engineering students are not usually expected to do research or design circuits to solve engineering problems outside of the classroom environment.

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

Because the students choose their topic and venue, a high degree of student participation and involvement is expected. If possible, I'd like to meet every week with the students. Tentative schedule:

Week #1: Meet, laydown ground rules and expectations, review schedule and recommend topic possibilities

Week #2: Choose topic/project

Week #3: Topic proposal submittal

Week #4: Topic approval and preliminary outline/approach

Weeks #5 - #10: Status and circuit development (if applicable)

Week #11: First draft and review preliminary results (if applicable)

Week #12: Status and presentation ideas (if applicable)

Week #13: Second draft and review data products (if applicable)

Week #14: Last review including organization, grammar, etc.

Week #15: Final paper due and oral presentation to class (if applicable)

Week #16: Project complete

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

Any of these topics, activities or projects are designed to provide the student with a greater depth and breadth of engineering and the engineering environment. Although school resources are available, it is expected that the honors student will research and incorporate their own source materials.

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

To document the student's work or project, a formal, college level paper is required. To be included is the problem statement, solution(s) to the problem, implementation of the solution, summary or conclusions of the project and any lessons learned or recommendations. These projects are designed to foster organization skills, methodological reasoning and critical thinking.

Honors TAP Option by Contract Instructor Proposal

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

Research avenues for these projects are not limited and documentation style is negotiable as long as a disciplined engineering process is followed and the circuits satisfy the problem statement, are well designed and thoroughly evaluated. Problem statement and solution are to be well organized and presented in a professional, college level paper. All primary and secondary sources will be appropriately documented (sited).

6. Overall, please describe how this honors option by contract project will benefit the honors student. By performing any of these projects, the honors student will benefit by applying their interests into a topic of their choosing, thus gaining a deeper knowledge of engineering and how engineering principals are applied to solve real world problems.

Honors TAP Option by Contract Instructor Proposal

MUSC 107: History of Women in Rock Music
Peggy Lee Martindale

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 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 research and examine the influential and social importance of women in rock music. The research paper required by regular MUSC 107 students is a 3 – 5 page, fact-driven discussion paper on a female artist or female band in rock music. Honors students will go beyond historical fact-based content and write a 7 – page (minimum) paper that incorporates comparison and analysis of (3) artists or female bands in contrasting genres, and two different decades, in order to better understand the economical impact and philosophical value of contributions to the music industry by women. As part of this in-depth study, honors students will research articles and interviews found in established rock music publications, listen to recorded works that tie in with their project subject, and include visual observations via internet and multimedia sources to substantiate their final conclusions and as part of a 20 – 25 minute oral presentation at the end of the semester. Regular MUSC 107 students do not give class presentations.

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

Students will be encouraged to start their project early and communicate with me on a weekly basis to keep me up to date on their progress. As part of their oral presentation requires music playback, I will need to be updated on music selections so that I can direct them to specific examples if needed throughout their process. I also expect them to participate in open class discussions during lectures and encourage critical thinking and dialogue among students throughout the semester. I will put together a tentative meeting schedule outside the due dates listed below with the student as needed.

Week 4: Submit proposal list of female artists from two decades for approval.

Week 7: Submit rough draft of project and research progress.

Week 10: MLA paper due. (CD not required until day of presentation)

Week 12- 14: Power point presentation (along with audio CD due to instructor) to the class.

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

The student's search for both current and backdated articles, as well as archived interviews, will require extensive use of the internet and well-established music publications. I will recommend reading as an additional source as needed for their individual projects, including the most current edition of Gillian Gaar's book that I use for class, *She's a Rebel; The History of Women in Rock & Roll* (Second edition, 2004). (The book is not required for this course) They will also need to expand their listening experience and research music to obtain viable examples for the artists and the decades they are writing about.

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

The 7 – page (minimum) research paper, including title page, abstract, in-text citations, and references (not included in the seven page minimum), will address the social issues surrounding each artist, how their music was influenced as a result of the environment created by those issues, and how their contributions affected each environment in turn. Students will be encouraged to draw personal conclusions in comparison to facts and historical documentation as a part of their critical analyses.

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

The internet's video access on artists and their music, including market sales now being generated as archived works by women throughout history, will provide the student with a starting point in their study to reach conclusions and form opinions on their findings.

References must be in MLA format that include at least (2) publication articles and/or interviews out of the (3) minimum required. However, I anticipate up to (10) resources will be utilized in order to complete the assignment, which is the combination of the paper project, to be handed in as a hard copy, and the oral presentation in class at the end of the semester—which includes music example and/or video clips.

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

This course is not a gender opposition study, but involves the study of gender-based differences specific to women, in particular, female musicians, and how these differences are viewed by the public market and the music industry, in relationship to their male counterparts. On completion of this course the student will gain a new understanding of the social history of women involved in the music industry, be able to identify individual genres of music by both men and women, and gain new insight as to the importance of past contributions by women and how their works relate to, and have influenced music by female artists today.

Students will learn to express their conclusions by implementing their research in a 'live' power point presentation to the class that is designed to promote open discussion with fellow students. In doing so, they will learn to validate their findings by explanation and example, and be able to use the overall conclusions of their comparison study as a teaching tool in preparation for the expressionistic demands of higher education regardless of their field of study.

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.

NF 100: Nutrition and Foods

Ann Volk

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.

Student will write a short paper (1-2 pages) that will provide an overview of the dietetic and nutrition profession. Discussion will also include information of professional organizations and career opportunities in nutrition and dietetics. Students in NF 100 do not do this assignment.

Student will analyze their diet by utilizing a computer-based nutrition program. The analysis will require the student to apply knowledge learned in class. Critical thinking skills will be used to formulate ideas on how to improve their diet. Students in NF 100 also do this project; however, the honors student will be required to provide a more in-depth analysis of their nutritional intake.

Student will be given a case study of a person with a nutrition related disease. The student will analyze the case study's diet for nutritional deficiencies and excesses related to the disease. This project requires a deeper understanding and comprehension of knowledge learned in class and applies it to a real-life situation. Students in NF 100 also do this project; however, the honors student will be required to provide a more in-depth analysis of the case study and practical dietary recommendations.

Honors TAP Option by Contract Instructor Proposal

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

Student will meet with me regularly throughout the semester to discuss their progress on the projects. A tentative schedule of due dates and meetings is below:

Week 4 – Meet with student to discuss honor option and discuss paper.

Week 6 – Paper due, discuss findings of research of dietetic and nutrition profession.

Week 8 – Discuss dietary analysis project. Review guidelines, math computations and interpretation of graphs.

Week 9/10 – Review progress on dietary analysis project.

Week 11 – Dietary analysis project due. Discuss case study project.

Week 12/13 – Discuss progress on case study project

Week 14 – Case study due.

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

The instructor will have meetings where supplemental information will be provided. The information will provide greater in-depth knowledge of nutrition related diseases and tools used to analyze dietary intake. These meetings will also allow the student to discuss and ask questions related to the subject matter.

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

Critical thinking is required for both the dietary analysis and case study projects. Students will be required to interpret the results of the computerized dietary analysis program. After analyzing the nutrition data, the student will provide recommendations on how to improve dietary intake. These dietary changes are entered into the computer program and the student will assess how effective their recommendations were on improving the nutrition data.

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

The research the student does for the paper assignment will introduce the student to recognized professional organizations within the nutrition field. The student will use science-based journals as sources for dietetic and nutrition information.

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

All sections of NF 100 strive to prepare students to transfer into four-year institutions and develop an understanding between sound nutritional food patterns and health. For nutrition or any health related major, the benefits of this option is apparent. However, for all majors, the critical thinking skills and strategies for learning and problem solving utilized to complete the projects will be an invaluable asset for any discipline or career.

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) (ex: English 101: Freshman Composition)

PHIL 101 Fundamental Reasoning Skills

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 who take the honors option will be required to write a detailed evaluation of one argument, one causal explanation, and one concept. They will select what they want to evaluate, but I must approve them in order to make sure that the evaluation will maximize their learning. This will amount to at least 5 pages of written material, for each evaluation: a minimum total of 15 pages.

Regular students must write a 4-page rigorous evaluation of their favorite saying/proverb, which I must approve before they begin evaluating it; they submit their best draft between weeks 6 or 7, receive feedback, and submit their final revision at the end of the course. Throughout the course they must complete 19 online quizzes; 19 similar online tests; the final exam is administered in the last *four* classes of the semester, and for each one of those classes they have a single argument, a single explanation, or a single claim to evaluate during the whole class period. This gives them lots of time to be critical and creative.

Here's the contract that I will have with the student:

WK1 Read this week's material and what is scheduled for WK3 **Inferences, Arguments, and Explanations**, and start collecting arguments and explanations that *you* would *like* to evaluate in depth. Give the complete references of each passage. Also identify a concept that you would like to analyze in depth, e.g., friendship, justice, sacrifice. Email them to me for approval. If I approve more than one, then select the one that interests you the most, and begin applying the skills you are learning or improving from each class. For example, this week, identify the statements, reason indicators, and do your best to map the reasoning. If I approve none of the

Honors TAP Option by Contract Instructor Proposal

submitted examples, then send me another batch as soon as possible. Use the flow charts at the end of the syllabus to guide your evaluation of the reasoning.

WK2 Apply this week's material to your evaluation, e.g., identify any discount expressions in your selected argument and explanation. With regards to the approved concept that you want to analyze deeply, study ahead the unit on Definitions and the example of conceptual analysis in the Blackboard Lessons.

WK3 Examine carefully the nature of the conclusions of the approved passages, and go through the steps of the procedure to identify which one is an argument and which one is an explanation. Use the information derived from the procedure to identify some missing reasons. Use the information to attempt to refute the conclusion. Does your attempt to refute it better understand its nature? If you believe that you have refuted it, what is the best opposing view to your alleged refutation? Have you charitably and loyally interpreted the key terms in the reasoning? Can you use your criticism to improve the conclusion so as to immunize it from your criticism? For the approved concept: identify lots genuine, contrary, and borderline examples of your concept.

WK4 Identify any qualifiers. Does your argument or explanation have any recognizable form? If it does *not* have a recognizable form, then for the next two weeks and beyond, construct as many realistic counterexamples as possible against the *supportive relation* in the argument, and against the *explanatory/causal relation* in the explanation. Have you charitably and loyally interpreted the key terms in the reasoning? What are the best opposing views to your counterexamples? What is the best way to reconstruct the argument or explanation in the light of those best opposing views? If it *does* have a recognizable form, read ahead the material on conditional logic, and try to determine whether the form is valid or not.

For the concept: use your genuine, contrary, and marginal examples to identify sufficient and necessary conditions; construct counterexamples against those conditions. What needs to be done to your analysis of the concept in order to block those counterexamples?

WK5 Construct counterexamples against the *truth of the reasons* in the argument and explanation. Have you charitably and loyally interpreted the key terms in the reasoning? What are the best opposing views to your counterexamples? What is the best way to reconstruct the reasons in the light of those best opposing views to your criticism of those reasons? For the concept: construct counterexamples against the conditions that you have identified as being sufficient or necessary. Study again the unit on definitions, and use the detailed conceptual analysis of oppression as a model for your ongoing evaluation of the concept that I have approved.

WK 6 -7 *Make an appointment with me* in order to receive feedback on your work. Write your evaluations *as if* this were your final submission. Have two copies of your work. NOTE: ALWAYS bring with you all the prior work on which I have written comments.

WK 7 Estimate the combined probability of your counterexamples against the supportive and explanatory relations, and against your reasons; and use that combined probability to estimate the strength of the supportive and explanatory relations, and the probability of the reasons.

WK 8 Study as many of units on **Challenges** regarding the construction of counterexamples: you will find detailed evaluations of arguments and explanations that can serve as models for your own evaluations. If you have reconstructed the argument or explanation, what is its new diagram of the reasoning? Use all the relevant material to deepen your evaluation of the argument, explanation, and concept.

WK 9-10 *Make an appointment with me* in order to receive feedback on your work. Write your evaluations *as if* this were your final submission. Have two copies of your work. NOTE: ALWAYS bring with you all the prior work on which I have written comments.

Honors TAP Option by Contract Instructor Proposal

WK 10-11 Do you choose to reconstruct the argument or explanation by identifying the kinds of implicit reasons the argument and explanation require in order to be valid? If so, proceed to identify those unstated reasons, and then evaluate their truth. Have you charitably and loyally interpreted the key terms in the reasons and conclusion? What are the best opposing views to your criticism of the reasons?

WK 12 Do you choose to reconstruct the argument or explanation by identifying the kinds of implicit reasons that block counterexamples – without making the reasoning valid? If so, proceed to identify those unstated reasons, and then evaluate their truth. Have you charitably and loyally interpreted the key terms in the reasons? What are the best opposing views to your criticism of the reasons?

WK 13 Do you need to define some key words in the argument or explanation? If so, then apply the criteria taught this week. In order to deepen your evaluation of the reasons in the argument and explanation, identify some necessary conditions of the reasons, and determine whether they are satisfied.

WK 14 *Make an appointment with me* in order to receive feedback on your work. Write your evaluations *as if* this were your final submission. NOTE: ALWAYS bring with you all the prior work on which I have written comments. Have two copies of your work.

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

The extra writing and the minimum of three conferences with me will unavoidably get students deeply involved with the material.

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

This is described in (1).

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

The extra writing along with the required rigorous reasoning, special attention to language and to the standards of reasoning (clarity, precision, accuracy, logic, depth, breadth), feedback from me, and required reflection on their own thinking (i.e., metacognition), and my expectations and discussions regarding their critical thinking dispositions (e.g., open-mindedness, fair-mindedness, impartiality, patience, perseverance, courage, sense of intellectual adventure) will all further discipline their minds and reinforce their reasoning skills.

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

In order to help students cultivate some degree of intellectual independence, research is *generally* forbidden in my PHIL 101 course!! One of my goals is to make students reason *correctly by themselves – alone* – and to become more aware of their intellectual strengths and weaknesses. This awareness is reinforced through my feedback and discussions with them. Of course, if some research is necessary in the honors option, it will need to be very focused, and require little time. This is another reason why I must approve whatever it is that they want to evaluate, for I don't want them to spend lots of precious time cutting and pasting other people's thinking. It is only through their conscientious revisions that they will reprogram their minds.

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

This is answered in (4). Students will deepen their understanding of what critical thinking is, and consciously acquire and improve some practical and rigorous reasoning skills.

Honors TAP Option by Contract Instructor Proposal

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Soc 101 Introduction to Sociology – Dr. Daniel Cervi

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.

Honors students will be assigned an additional outside book by a contemporary Sociologist that addresses a current social issue. Students will meet biweekly at a separate agreed upon time outside of class to discuss the assigned material. An essay (6+ pages) will be required by the fourteenth week of classes to earn honors credit. The essay will demonstrate integration of one or more sociological theories, and the paper will focus on at least one major social institution as it relates to the reading material.

Students from any academic major may participate and connection to other majors and personal aspirations will be encouraged. For all students, the exercise will lead them to a deeper understanding of the sociological perspective and advance critical thinking skills.

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 find themselves applying the material from the course to their specific chosen topic. Students will be offered the additional option of presenting their findings to their class when their work is complete. If more than one student has taken the honors option, they will be meeting together to share their progress.

Student Meeting Dates with Instructor: (Students will meet with the instructor bi-weekly)

- **Week 3:** Student(s) will meet and submit sign Honors Option Contract and begin reading.
- **Week 5:** Student(s) will meet and discuss reading; choose essay topic.
- **Week 7:** Student(s) will meet and continue discussion of reading; progress report on essay.
- **Week 9:** Student(s) will meet and continue discussion of reading; progress report on essay.
- **Week 11:** Student(s) will meet and submit their first completed draft.
- **Week 13:** Student(s) will submit their completed paper for grading to [turnitin.com](https://www.turnitin.com)

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

Each student will be required to meet with me outside of class a minimum of six times throughout the semester to receive honors credit. If more than one student is participating in a semester, a time that is mutually agreeable will be selected so that students will be engaged with each other. All honors students in the same semester will be assigned the same outside reading. Progress on their reading and the development of their paper will be discussed in each session.

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

The writing assignment for the honors option will require application of at least one sociological theory that is introduced in the regular course (conflict theory, functionalism, and/or symbolic interactionism). An essay with a concise introduction, proper citations and a clear conclusion will be required. The student will be tutored in clarifying and communicating the chosen theoretical perspective and supporting that view throughout the paper.

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

Students will be expected to locate some of the references cited in the assigned book to see how the author integrated them into his/her presentation. Students will be encouraged to find additional outside sources from refereed journals in the discipline. Papers will be written utilizing APA style.

Honors TAP Option by Contract Instructor Proposal

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

The contract will benefit honors students by requiring them to reach further than the requirements of the basic course. Exposure to a contemporary author in the field will give the student an exemplar of the sociological perspective in the 21st century. The writing assignment will introduce the student to the expectations of upper division writing standards at the university level.

Honors TAP Option by Contract Instructor Proposal

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THA 239: Intercultural and Women's 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 239: Intercultural and Women's Theatre** course, materials cover the following areas:

- Explore ethnic diversity in the American theatre, from Latin@ and Chican@s, African American, Asian American, and Native American playwrights to women playwrights to gay and lesbian playwrights. The course provides an introduction to the history of American multicultural theatre, women's roles in theatre, and sexuality on the stage. In addition, students are exposed to diverse voices of emerging playwrights and new works, as well as, theatre's function in society.
- Attend live theatre and write critical and creative responses to those productions. Presenting a final group project on theatre technique or style based on for example, the docudrama, the *acto*, or realism.
 - For students in the Honors option, in addition to the final group project, they will submit a 3 page paper on a theatre company committed to ethnic diversity and inclusion on the American stages.
- Discuss and pose discussion questions for dialogue and critique.
 - For students in Honors option, they will lead one class discussion based on lecture and/or readings.
- In-class writing assignments are a part of the general course. The Honors option students will provide written analysis and answer journal prompts to critically think and articulate ideas and responses in journals.

Honors TAP Option by Contract Instructor Proposal

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

In the general THA 239 course, students are required to read *at minimum* 7 plays during the semester. The Honors option students will be required to read additional plays and provide a play script analysis (no more than 2 additional plays). This will be written in their journals.

The general THA 239 course students are required to see "intercultural or women's theatre", one professional production and one AVC produced production during the semester and write critiques on the plays.

- Honors option students will be required to see one additional performance produced by AVC, professional, or emerging theatre productions. These two additional performances will serve as a more in-depth experience into live theatre, which will also include in-depth written critiques. There are many opportunities for free performances and group trips to quality theatre in which instructor will accompany the students, if possible.

The general THA 239 course, students are required to have discussion and dialogue among their peers.

- As part of the Honors Option, students (in group of at least 2 Honors option students) will be assigned to lead at least one class discussion on predetermined topic. Students will create a lesson plan, with instructor guidance, and engage in discussion and theatre exercises on assigned day.

Instructor will have group meetings with honors options students on Week 2, 6, 10, & 14. The academic benchmarks are as follows:

- Week 2: Students meet with instructor to discuss journal entries.
- Week 6: Students submit journals.
- Week 8: Students submit ideas for final presentation/paper, theatre critiques on performances attended (at least 1).
- Week 10: Students will submit an outline of final paper.
- Week 12: Students will submit draft of final paper to instructor and submit journal.
- Week 14: Students will submit theatre critiques on performances attended (at least 2)
- Week 15/16: students will submit final paper.
- 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 read, discuss, and watch a diverse range of theatre 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, researching and writing a final paper on a company that strives and commits to diversity. For example, students will present on a theatre company:
 - when and where the company was founded
 - who founded the group, what was mission of company upon establishment
 - what are the goals of the company in terms of diversity
 - what their impact has been for the field of American theatre

Honors TAP Option by Contract Instructor Proposal

- Students will investigate “why is it important for companies to produce diverse (culturally, ethnically, sexually) theatre?”
- Students will keep a journal throughout the semester writing and exploring their reflections on plays read, characters discussed, or topics introduced. Journals will be collected 3 times during the semester and will be expected to have at least 2 entries per week of the semester.

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

The Honors option includes several writing assignments and submissions:

- Journal submissions (collected 3 times over the semester, includes plot progression analysis and play script analysis)
- Three Theatre critiques (3 pages each)
- Final Paper (3 pages)

The writing assignments for the THA 239 Honors options will provide analysis and evaluation of plays in terms of their themes, characters, and social commentary. Also, writing assignments foster discussion with peers and instructor.

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 two academic research pieces in the field of theatre, and students must use at least three other credible sources (including but not limited to, theatre blogs, journals, or websites) as secondary sources.

Attending live performances and researching local and national theatre companies as well as playwrights and artists will assist in completing assignments and gaining knowledge of the wide-range and diverse American theatre.

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 through diversity in theatre. 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. In addition, students will become more engaged in the arts and have the potential to become the next generation of audience members.