

# Honors Committee Meeting

Monday, August 22, 2016  
L-201 - Conference Room  
2:00 p.m. – 3:00 p.m.

**Type of Meeting:** Regular

**Please Review/Bring:** Agenda, Minutes

**Committee Members:**

John Vento, Committee Chair  
Dr. Tom O'Neil, Member  
Susan Knapp, Member  
Kathy Bingham, Member  
Mike Pesses, Member  
Pavinee Villapando, Member  
Dr. Mark McGovern, Member  
Rae Agaahari, Member  
Dr. Bassam Salameh, Member  
Dr. Alexandra Schroer, Member  
Van Rider, Member

**Guests:**

Patricia Reed  
Dr. Ibrahim Ganley  
Kristine Oliveira  
Mark Hoffer  
Dr. Aurora Burd  
Griselda Guillen  
Dr. Fredy Aviles  
Arutyun Ambartsumyan  
Heidi Williams  
Kevin North

## AGENDA

Items	Person(s) Responsible	Action
<b>STANDING ITEMS:</b>		
I. Approval of Previous Minutes of April 25, 2016 (attached)	All	
<b>DISCUSSION &amp; ACTION ITEMS:</b>		
II. <b>Fall 2016 Course Proposals</b> Com 101 – Reed Econ 102 – Ganley Eng 101 – Oliveira Eng 103 – Koritsoglou Eng 259 – Hoffer Geog 101 – Burd Hist 108 – Guillen Psyc 212 – Aviles Soc 101 – Ambartsumyan Eng 101 – Williams (sum16)	All	
III. <b>Fall 2016 – Honors Options</b> Eng 103 – Williams Film & TV - North		
<b>NEXT MEETING DATE: September 26, 2016</b>		

**HONORS COMMITTEE MEETING MINUTES**  
**APRIL 25, 2016**  
**2:00 pm – 3:00 pm; L-201**

*To conform to the Open Meeting Act (CA Government Code § 11120-11132), the public may attend open sessions.*

1. Call to order and Roll Call
  - a. Called to order at 2:04pm
  - b. Present: John Vento, Dr. Tom O'neil, Susan Knapp, Kathy Bingham, Mike Pesses, Pavinee Villapando, Dr. Mark McGovern, Alexander Nelms, Rae Agahari, Dr. Bassam Salameh
  - c. Absent: Dr. Alexandra Schroer, Van Rider,
  - d. Guests: Dr. Matthew Jaffe, Angela Koritsoglou, Scott Covell and Sean Cranley
  
2. Comments from chair
  - a. None
  
3. Discussion items
  - a. Honors Option English 102
    - i. Professor Angela Koritsoglou worked with Hollie Martin to create an honors option.
  - b. Honors Option Anthropology 101
    - i. Dr. Sean Cranley presented an overview of his honors option
  - c. Summer and Fall Classes
    - i. 4 honors classes will be offered for summer 2016; -a first
    - ii. 15 honors classes will be offered for fall 2016;
      1. There were 8 honors classes in fall 2014
  - d. Honors Video
    - i. Committee members thanked Professor Scott Covell for writing, directing and producing the Honors video.
  
4. Actions
  - a. Honors Option English 102\_Professor Hollie Martin
    - i. Passed unanimously
  - b. Honors Option Anthropology 101-Dr. Sean Cranley
    - i. Passed unanimously
  - c. Summer 2016 and Fall 2016 Honors Class schedules
    - i. Passed unanimously
  
5. Meeting ended at 2:58pm
  - a. Next meeting is Monday, May 23

## Honors TAP Course Proposal

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 course. Be sure to show how it differs from the traditional course. Please provide a copy of the syllabus for both traditional course and the honors section.**

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

The course will present various types of speeches and methods of delivery. A wide variety of visual aids will be presented and expected to be used effectively. Students will be expected to pick their own topics and present a speech using the various techniques and visual aids. Students will

## Honors TAP Course Proposal

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

- The following speeches will be presented:

Introduction Speech

Demonstration Speech (4-6 min)

Informative Speech (5-7 min)

Persuasive Speech (8-10 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.

- Students will be required to video each of their speeches on their own personal phone or camera. Within one week of presentation, the student must view and critique this speech and submit a one page paper of their critique.
- Complete, with a grade of C or higher, 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.
- 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.

## Honors TAP Course Proposal

- 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.

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.

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

Supplemental reading will be necessary to accomplish necessary research for four different topics. Independent reading must be cited during each speech and cited correctly. MLA will be the methodology for works cited and oral citations during speech making. Outlines must contain outside research and documentation, which show adequate supporting materials and balance of facts and arguments. A research paper will foster critical thinking as the student explores, through independent reading and research, a significant theory in communication and the application of this theory in real world applications. 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.

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

Students will be required to submit critiques of speeches delivered outside of class. This will be accomplished by attending cultural or social events, observing a formal speech, and writing a critique of this speech. Students will be encouraged to attend Toast Masters International Club to observe and critique skills utilized as a variety of professions work to improve their speaking skills.

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

General education requirement

Major requirement

# Honors TAP Course Proposal

\_\_\_\_\_ Elective only

## Honors Transfer Alliance Program Course Proposal

**Course Number and Title: (Insert Name and Course Number)**

*ECON 102. Principles of Microeconomics (Honors Section)*

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

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

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

*Students pursuing ECON 102 Honors Section will have the opportunity to "stretch" themselves in terms of more deeply applying the knowledge learned in the course to real-world situations and in the process further develop their communication and analytical abilities. Students in the Honors Section will be provided additional assignments as well as additional questions on the existing exams.*

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

*This course will utilize a variety of methodologies to foster a deep understanding and connection to the subject. Specifically, the class will utilize lectures and class discussions. Students will also engage in writing and quantitative analysis/problem-solving. Instructor will bring to the class for collaborative exploration real-world examples of economic principles. Active participation and engagement will be a part of the students' grades.*

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

*This course will provide students the opportunity to develop both their written and quantitative literacy skills. Students will be asked to write explanations regarding how microeconomic models help economic policy makers when they try to address real-life problems. Such an exercise draws upon written communication, numeracy, and critical thinking. There will be at least one opportunity per scheduled examination to engage in this type of analysis and problem-solving.*

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

*In this Honors Section, we will discuss the assignments and explore how microeconomic models are utilized to better analyze and understand everyday economic problems. For example, we will use graphs and mathematics to understand topics such as consumer surplus, producer surplus, deadweight loss, the burden of taxation, externalities and the gains from trade. We will review mathematical models and techniques. These discussions will provide the base for questions on examinations.*

*Honors students will also be given articles that highlight current events that either intentionally or unintentionally provide a case study for the examination of microeconomic principles. These articles will be discussed with Honors Students.*

*Honors students will be exposed to materials, including sections of higher-level intermediate microeconomic texts as well as articles from The Economist and publications of the Federal Reserve System.*

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

N/A

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

X \_\_\_\_\_ General education requirement

X \_\_\_\_\_ Major requirement

\_\_\_\_\_ Elective only

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

N/A

## Honors Transfer Alliance Program Course Proposal

**Course Number and Title: English 101 Academic Composition (Oliveira)**

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

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

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

This honors course 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 non-honors course. 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. Honors students will read and analyze two texts, whereas the standard class will only read one. By contrast, students in the traditional course will not consider current events through a theoretical lens, will not read both texts, nor will they present their findings in a group oral presentation.

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

This honors course seeks to engage students at the three levels of inquiry—the introduction of knowledge, the practice/analysis of that knowledge learned, and the synthesis/evaluation of that knowledge (Costa's Levels of Inquiry). Instruction utilizes AVID strategies that seek to engage students in creative learning activities that offer varied cognitive models for solving academic problems. Further, the class will be structured so that students' knowledge will grow in depth and complexity. By the end of the semester, students will make a group presentation of material that will require them to demonstrate their ability to rely on themselves and on each other in order to understand and communicate a complex understanding of a cultural phenomenon, using theory.

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

After participating in the first formal essay, students will read *Regarding the Pain of Others* (Sontag) and discuss the readings in reading groups, developing a comprehension of the rhetorical power of images. In the group, 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 today. Then, students will read the memoir, *Mo' Meta Blues* (Questlove and Nichols), and discuss how theoretical concepts from Sontag's text complicate the narrative presented in the memoir. Toward the end of the semester, students will prepare and deliver a collaborative

presentation that illuminates their findings of the intertextual analysis and how their findings relate to the way that images of human suffering are portrayed in media today.

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

The supplemental readings are of current media sources, both corporate and independent. Students will assess the media's use of images as either empowering or disempowering action. Students will collect images or video from media and incorporate those images as contemporary illustrations of the rhetorical use of images of human suffering. Those images and clips will be documented in MLA format in their presentations.

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

Students are encouraged to attend and analyze relevant Faculty Professional Development events.

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

- General education requirement**
- Major requirement**
- Elective only**

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

## Honors Transfer Alliance Program Course Proposal

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

**Course Number and Title:** English 103H: Critical Thinking and Research

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

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

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

According to the COR for English 103, the course “is an advanced composition course that gives students instruction and practice in critical thinking and argumentative writing skills through a blend of research, awareness of language and a study of the basic principles of logical analysis. Students learn to interpret and analyze complex texts, write concisely and convincingly, conduct research with efficiency and successfully incorporate secondary sources in support of their own analytical arguments.”

This course will follow the above material, but in addition we will explore the course content with more focus and depth. First off, the course is thematic:

In *A Sketch of the Past*, Virginia Woolf reveals how the writing of *To the Lighthouse* was a cathartic experience:

I wrote the book very quickly; and when it was written, I ceased to be obsessed by my mother. I no longer hear her voice, I do not see her. I suppose that I did for myself what psycho-analysts do for their patients. I expressed some very long felt and deeply felt emotion. And in expressing it I explained it and then laid it to rest.

But was it laid to rest? Using Sigmund Freud’s “Mourning and Melancholia” to guide us, we will examine the language of grief, the use of writing as catharsis, the line between fact and fiction (or, as Woolf calls it, granite and rainbow), and the difference between mourning and melancholia. Our readings will be drawn from a variety of genres, including fiction, poetry, art, historical documents, essays, and creative nonfiction. We’ll use these texts to practice critical thinking and argumentative writing skills through a blend of research, awareness of language and the study of the basic principles of logical analysis while measuring them against Freud’s observation that “In mourning it is the world which has become poor and empty; in melancholia it is the ego itself.”

Virginia Woolf and Sigmund Freud’s essays will ground our interpretation as we examine the language of grief, the use of writing as catharsis, the line between fact and fiction, and the difference between mourning and melancholia. Students will read from the required class texts—and they will find their own (for the research and close reading assignments, and as they read, they will continually circle back to Woolf and Freud.

In a traditional English 103 course, the reading and writing material would not be intricately connected. We would read material, write about it, and move on to the next set of readings and writing associated with the reading; however, in this honors section, we will dive deeper into the material by using Woolf and Freud as anchors. The students’ additional research, and all of our writing assignments are designed to increase the

students' depth of knowledge. Furthermore, students will have several opportunities to formally share their work. In a traditional class, students would share their ideas in large class discussions and occasional small group work. In this Honors section, students will present twice – once informally with a reader response (description under #4) and once with the formal presentation component associated with their short essay. With the smaller class size, we will also have more opportunities to work in small groups and pairs. All the writing assignments are also crafted with the intention of increasing depth and breadth of material. We will also work in steps to increase depth and breadth – reader responses, short essay and presentation, and finally the research paper. In a traditional class, our topics would be broader. In this class, we are diving deep into the language of grief/writing as catharsis/ and mourning and melancholia. Therefore, each reading, each writing assignment, and all our large and small discussions will focus on these topics. By the time we get to the research essay, students will bring in additional readings to add to this focused discussion and analysis.

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

Central to my teaching philosophy is a strong belief that writing helps students understand their own lives as well as the world around them. I work hard to build a student-centered classroom that promotes active, collaborative learning and encourages students to participate in their own education. By creating this kind of learning environment, my goal is to provide students with skills that they can apply to all aspects of their education and lives. My classroom is a space where the students and I work together as a community of readers and writers. I want students to see language as a tool. I want them to feel empowered by writing. To do this, I have them write formally and informally continually. I help students to understand writing as a process, and to that aim, I ask students to write in drafts, write reflectively, and write informally about the texts they read. As a facilitator, I encourage the questioning of ideas, interactive projects, and classroom discussions that ask students to think, read, and write from different perspectives since a diverse classroom is an exciting place and an outlet for discovery and exchange. Working with students who come from a variety of educational backgrounds and preparation, I understand that I need to come to the classroom equipped with several pedagogical approaches. I often reevaluate my teaching methods to ensure that I am creating learning opportunities for all of my students.

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

- **Reading responses:** Students will respond to several class texts in a formal reader response. Reader responses should be typed and 2 pages in length. This writing allows students to analyze the material, as well as to react to it. When responding to the reading, students respond to a prompt generated by me. These response papers allow students to question the reading and class discussion as well as make connections to previous readings, short essays, or things we are doing or thinking about outside the classroom. Students are expected to be thinking carefully and rigorously and making some sort of argument supported by evidence; therefore, they must quote from the text and analyze the quotes they use, linking them to your argument/analysis. We often begin class discussions with these response and each student will lead/begin the class discussion with their reader response at some point during the semester. A schedule is assignment at the start of class.
- **Short Essay and Presentation:** Students will write a five-page analytical essay that is grounded in their close, critical reading of the text assigned and will include one outside scholarly source. Students will sign up for a text and essay question written by me. They will also sign up for a presentation day. These presentations will take place over the course of the semester. This presentation will be at least five minutes long. The presentation explores the students close reading and analysis of their outside source; it is a discussion of their understanding and close reading of the text, key issues they want to point out to the class, and any links to the larger themes of the course. The presentation will be assessed on the effectiveness of the presentation, effort and preparedness, thoroughness, and organization of material. Students turn in a typed,

five-page critical analysis of the text/outside source, but the paper should not read directly from during the presentation.

- **The Research Paper:** Write a ten-page research paper that uses close reading and outside scholarly research to guide and support your analysis of at least one text we read this semester. You determine the focus of your project, but it should consider the following provisions. **Topic:** (all topics and research questions must be approved by me in advance)

This will require you to:

1. Choose a text from our class texts list that you want to study further (you may choose more than one text if you want to do a comparative study).
2. Closely reread and reanalyze your text(s).
3. Find outside scholarly research to support your analysis (EBSCOhost / library). You need to include at least four outside sources.
4. Define and develop an argument that incorporates your close reading of the text(s), textual analysis, and outside research.
5. Choose a school of criticism that you will use as a lens.

General Guidelines for Research Paper:

1. Your paper should include at least four outside scholarly sources.
2. Final Page Limit: 10 typed pages, 12-point font, Times New Roman
3. Format Style: MLA—Modern Language Association

*Discovery:* As you gather information about your topic, you will find information which prompts you to refine, clarify, extend or narrow your focus. This is a good thing; be flexible – it's all part of discovery. Once you get some inkling about a topic of interest to you, you'll want to know if 1) your topic is too narrow or, more likely 2) your topic is too general. If your topic is too narrow, you won't be able to find much satisfying, original and authoritative material to work with; if your topic is too general, you'll be overwhelmed by the number and breadth of sources and won't know where to begin. I am here to help you through this process.

*Part I: The Proposal*

The first step in the research process is to develop a few *working* questions so that you can build a thesis. Think about what you want to explore. At this point, you might have several. List them. Explore a few ideas. This will lead you to the one that you will develop into a research paper. Once you decide what it is that you want to write about, test your idea by going to the library/database to see what material is available to help support your working questions.

The proposal is an opportunity to get approval for your topic, generate ideas for your paper, begin preliminary research, and get feedback. You are offering a *working* question(s), which means it will evolve, change, and become more complicated. In addition, I am asking you to begin thinking about how you will support your question and turn it into a thesis statement that will be supported and argued using at least four sources. This does not mean that you will have a fully developed thesis when you write this proposal. Your thesis will develop as you read further and begin drafting your paper. Therefore, you can think of this as a *working* or *provisional* thesis. The proposal will offer a *possible* direction(s) that your paper may take based on the material you have read so far.

*Part II: Research Paper Draft:*

This initial draft of your research paper gives you the opportunity to develop and shape your working question into a short draft. Here is where your thesis will evolve and you will begin evaluating your sources. Remember this is a process; you need to look at many sources before finding four effective ones. You may also have to revise your working question /working thesis at this point. The more reading you do on your topic, the more complicated your question will become, requiring you to revise and reconsider throughout the process.

*Part III: Research Paper Final Draft*

10 typed pages

At this point, you will have all the material you need to write a full draft of your paper. Reevaluate your research and how it works with your close reading of the text(s). You should consider this an opportunity to make real changes to your paper—global revisions. In addition to looking at what works in your paper, look at what does not work. Where are you unclear, unconvincing, or muddled? What additional information does your reader need to understand your argument? Are you using your sources effectively? How might organizing the

paper differently communicate your ideas better? Where do you need to be more critical? Are you following the guidelines—close reading, textual analysis, lens, scholarly research? These are a few questions you will need to think about when revising your paper. Spend some time with your writing manual to review how to incorporate quotes, cite courses, and create a Works Cited page.

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

Students are required to include outside research for two writing assignments – the short essay/presentation (one source) and the research paper (four sources). I will work closely with students as they select their sources, and there will be library instruction. Students are required to quote directly from the texts to support their analysis of certain class texts (I select the class text for the short essay, students select the class text for the research paper). When quoting from their primary/secondary sources, students must analyze the quotes they use. They will be assessed on how well they interpret the sources, connect the source to the class text, and incorporate them using MLA format. All of this will be discussed in great length in class.

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

Throughout the semester, I will provide students with opportunities to attend readings and cultural and social events that are tied—directly or indirectly—to our course material. If students attend these events, they can write a reader response that connects the event to the course material, and at least one course text, which they may then present to the class.

6. The course fulfills which of the following (check all that apply):
  - ✓ general education requirement
  - ✓ major requirement
  - elective only

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



## Honors Transfer Alliance Program Course Proposal

Instructions: Use this form to propose an honors section of a course. Honors sections of courses must fulfill all requirements of the Course Outline of Record, but they are distinguished from traditional courses in a number of ways:

- Innovative and active teaching learning method
- Depth and breadth of material
- Emphasis of critical thinking
- Use of technology, supplemental readings, practical applications

The following criteria will help the Honors committee to determine if the course will be distinguished from a non-honors course. **Please be very detailed and specific in your responses.**

**Course Number and Title: ENGL 259H / Gender, Image, and Rhetoric**

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

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

1. **Please provide an overview of your proposed course. Be sure to show how it differs from the traditional course. Please provide a copy of the syllabus for the traditional course (include it at the end of this document).** This Honors course will offer a thematic exploration of location as a gendered space, as understood through the lenses of literary works, critical theory, and cultural images. This course differs from the traditional course in its extensive use of diverse texts and its focus on critical research and student involvement. The course will be structured around a framework text and three units, each keyed to a literary genre:

**Virginia Woolf's *A Room of One's Own*** will provide the conceptual framework for the course, with its investigation both of the historical dearth of female authors in the Western tradition and of conditions needed for female creativity in literature. This text will allow us to address the foundational concepts of a women's literature course and also to apply its metaphors and concerns to larger questions of gender and cultural identity. The first unit will offer examples of narrative works, *The House on Mango Street* by Sandra Cisneros and Chris McCormick's *Desert Boys*, which explores issues of ethnic, sexual, and geographical otherness. Next will be a unit on dramatic works and it will feature *Medea* by Euripides and August Wilson's *Fences*. Lastly, we will look at *Ariel: The Restored Edition* by Sylvia Plath and *Picture Bride* by Cathy Song, a Hawaiian poet who uses the artwork of Georgia O'Keefe as a structuring device for her collection. The course will also include numerous examples and opportunities for analysis of visual texts: film, photography, and media-generated images.

2. **Explain how the course will be flexible in format and teaching methodologies. Describe how the course will strive for a greater degree of student participation and involvement.** The course will be team-taught with Noah Stepro, and this instructional format will break down the traditional hierarchy



of single instructor and students. We will model critical conversation, share lecturing duties, lead analysis, and oversee group projects. Students will also be lecturing and presenting part of the time.

- 3. What activities, assignments, or readings will provide greater depth and breadth of subject matter? Describe writing assignments and discuss how the course will foster critical thinking.**  
Students will be prompted to critically, and metaphorically, think about the concept of gendered space in relation to not only literary texts but also to current events and social phenomena: from Woolf to films such as *Ex Machina* and *The Witch* to controversies like unisex restrooms and gender reassignment. (We will watch a fascinating documentary, *Be Like Others*, which looks at the religious pressure on gay people in Iran to undergo surgical reassignment rather than have same-sex relationships.) A regular schedule of take-home papers and in-class responses will ensure students' critical engagement with the course and its varied materials.
- 4. What supplemental readings will be assigned and how will independent reading be determined and assessed? Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.** Although a main nonfictional text (*A Room of One's Own*) will be embedded in the course, students will be researching a variety of historical topics and critical perspectives that will enhance their understanding of course materials. (Sample critical approaches include more traditional choices such as Archetypal and Psychoanalytic, and more recent approaches such as Postcolonial, Intersectional, and Ecocritical.) Students will incorporate their research into presentations and group work. Critical papers for the course will utilize updated MLA documentation and include material from researched academic sources.
- 5. What ideas do you have for field trips, guest speakers, and opportunities to attend related cultural and social events, if applicable?** I am in the process of arranging a campus guest speaker appearance for Chris McCormick, one of the featured authors in the course (and a former student of AVC), and I would like to include guest lecturers from across campus in the course as well.
- 6. The course fulfills which of the following (check all that apply):**  
 General education requirement  
 Major requirement  
 Elective only

## Honors Transfer Alliance Program Course Proposal

### Course Number and Title: GEOL 101 – Physical Geology

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

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

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

GEOL 101 is an introductory physical geology course covering Earth's geologic features and processes responsible for their formation. It's vitally important that students experience geology outside the classroom, so the largest difference between GEOL 101 and GEOL 101H will be use of class time for at least three field trips. This is facilitated by the course logistics (one 3-hour block during daylight hours and small class size). Previous honors option contracts have been a "field trip option" where students travel (on their own) to geologically interesting locations. Pre-trip, they prepare by reading about the geology of the trip location, during the trip they practice keeping a field notebook, and post-trip, they prepare field trip write-ups. The GEOL 101H course will be based on the existing honors option with logistics and final deliverables changed to work in the honors course context.

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

The shift from a 70-person GEOL 101 to 21-person GEOL 101H will allow much more flexible format. I have several activities planned that are not feasible with large classes but will work well with a small class. As described above, students will also go on several field trips during class time (I will request an AVC van so I can drive the handful of students who don't have transportation) – some of the trips are to locations where students can spread out in small groups and work on specific geology projects (e.g. identifying and categorizing the rocks in a given location) that require significant student participation and involvement.

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

The GEOL 101H students will do additional readings related to field trips and other in-class activities. I also hope to do additional hands-on activities (using rocks, maps, etc.) with a small class of highly capable students. Many of these activities ask students to identify rocks or describe the likely history of a rock using observation and various tests of composition and texture – successful completion of these activities requires critical thinking. Students will typically work in small groups to complete the in-class activities.

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

Students will read additional material related to the field trips. While these are typically not primary, high-level peer-reviewed sources (geology articles would typically be too advanced for 101 students), some are articles written for the American Geophysical Union's and Geological Society of America's weekly/monthly magazines (*Eos* and *GSA Today*), in which authors with new peer-reviewed publications write more-accessible summaries of their own work. Other documents are secondary sources that provide background information related to field trip areas. Students will be coached on how to read these (extremely dense) documents and turn in written responses to questions about the readings. They will be graded based on their ability to submit an individually-prepared correct, complete response using college-level writing skills (grammar, organization, citation, etc.). They will then incorporate information gained from the pre-trip reading into their post-trip field trip write-ups.

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

Since arriving at AVC for the 2014-2015 school year, I've developed GEOL 101 and ERSC 101 field trips to destinations including Prime Desert Woodland Preserve, Saddleback Butte State Park, Santa Monica State Beach, Santa Monica Pier Aquarium, Red Rock State Park etc. I used an AVC van to transport students for some of these trips. Since I'm still new to the high desert, I've also collected field trip guides from local geologic conferences so that I can plan additional trips (possible locations to include Vasquez Rocks, Devil's Punchbowl, La Brea Tar Pits, San Andreas Fault features, Pisgah and Amboy craters, etc.).

While I have not had guest speakers in my classes since arriving at AVC, I've been networking with local geologists who work at the mines and quarries in the Mojave (some of these mines might also become field trip destinations). At previous schools, I've had colleagues from grad school as guest speakers – some of these friends are now at NASA, NOAA, and other schools around the Los Angeles area, and would likely be willing to speak to a GEOL 101H class.

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

- General education requirement**  
 **Major requirement**  
 **Elective only**

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

## Honors Transfer Alliance Program Course Proposal

**Course Number and Title:** History 108H, United States History from 1865

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

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

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

My HIST 108-HONORS course will expose students to the cultural, intellectual, political, and social developments and relevant individuals of United States history from 1865 to 2016 through the lens of propaganda. Students will work as historians to investigate the assigned primary sources (art, cartoons, posters, text, video, etc.) to gain an eyewitness perspective of the material discussed in class. Similar to my traditional HIST 108 course, my honors students will prepare and deliver presentations, and complete written examinations. For the 'biographical presentations,' in which students will be assigned and present on a well-known or lesser-known American, students will investigate the lives of these individuals and their contributions to United States history. These 'biographical presentations' will equip my students with presentation skills and technological skills, as they will have to correctly use PowerPoint or Google Docs. to deliver their presentations (by 'correctly' I mean using PowerPoint or Google Docs. to supplement rather than replace their presentation). For the written examinations, seeing as I will be emphasizing propaganda in my honors course, my students will be provided with a study guide containing images rather than essay questions or key terms (my traditional HIST 108 course will be provided with a study guide consisting of specific essay questions and key terms), and they will be responsible for composing their own argument around those images – this will provide my honors students with the intellectual freedom (and challenge) to craft an analytical argument of their choosing. Additional assignments that set my honors course apart from my traditional course are: class debates, a more in-depth research paper, and a video to accompany their research paper. My honors students will participate in debates centering on controversial topics in modern society, such as: 1) should Christopher Columbus Day be celebrated?, 2) should we really strive to achieve complete economic equality?, 3) should our freedom of speech be limited according to current circumstances?, and 4) is preemptive/preventive war a smart choice? These class debates will challenge my students to defend the side that I assign to them (whether they personally agree with it or not), and to really understand the perspective and concerns of those Americans who support their assigned side of the debates. My honors students will also complete an eight-page research paper on a propaganda related topic of their choice. However, before my students begin their research process, they will first submit a brief, typed proposal of the topic they wish to focus on – this will encourage my students to really think about why they want to write on a specific topic. I will also encourage my students to bring their rough drafts of their paper to me for analysis. Lastly, my honors students will create a video (filled with propaganda images and/or text relevant to their research topic) to accompany their research paper, and they will present their research and video to the class at the end of the semester. Composing this video will equip my honors students with a handful of technological skills.

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

My lectures are interactive (in my traditional courses, and I will certainly do this in my honors course, I pause throughout my lectures to ask my students their opinions on the material), thus allowing students to contribute to my lectures. Additionally, my honors students will prepare for and participate in four class debates. They will type up a one-page (single-spaced and with a bibliography on a separate page) report in preparation for the debate, which will provide a brief overview of their side of the debate. Since the report will only be one-page, students will have to make the critical decision of what information to include and what to leave out. To further prepare for these debates, students will consult with their group members beforehand, thus promoting student collaboration outside and inside of the classroom. Lastly, through the 'biographical presentation' and the research paper/video presentation, my honors students will have their chance to teach the class on the assigned and/or chosen material.

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

**Readings:** In my traditional HIST 108 course (and I am doing the same for my honors course), I only assign primary sources for my students to read and analyze. These primary sources are in the Michael Johnson text, *Reading the American Past*, as well as various websites whose links and/or downloaded PDFs I have provided on Blackboard. By only reading and viewing primary sources, students will gain a more fascinating, eyewitness perspective of history by interacting with the thoughts of those who witnessed the historical events that we discuss in class.

**Activities:** The four class debates will challenge students to research, understand, and defend their side of the debate, whether they personally agree with it or not. In doing so, students will gain an appreciation for the arguments made by those who support and/or oppose the subject matter under discussion. Also, students will type up a one-page (single-spaced and with a bibliography on a separate page) report in preparation for each debate, which will provide a brief overview of their side of the debate. Since the report will only be one-page, students will have to make the critical decision of what information to include and what to leave out. To further prepare for these debates, students will consult with their group members beforehand, thus promoting student collaboration outside of the classroom.

**Assignment:** The eight-page research paper will provide students with intellectual freedom, higher-level research and writing experience, and the know-how for formatting a research paper with proper citations. Students will select a topic of their choosing, so long as it relates to propaganda and United States history from 1865 to 2016. Once a student has decided on a topic, they will type a brief proposal of their topic. The typed proposal will encourage my students to really think about why they want to write on a specific topic. I will also encourage my students to arrange time outside of class to meet with me to review the rough draft of their paper.

**Assignment:** Students will also create a five-minute video (sort of a visual version of their research paper) to accompany their paper. Since propaganda is all about invoking imagery, students have the opportunity to craft a visually appealing documentary about their research topic. Their video will incorporate images (static and moving; if a student wants to reenact a historical event with their friends and record it, they may do so) and music relevant to the timeframe of their topic, as well as a narrative either in the form of text (like in silent films) or the student can record themselves reading their

narration. This assignment will further cause students to delve deeper into their chosen topic, as they will have to research the propaganda images (and/or textual pieces) and music from the relevant time period. This will also be a challenging assignment in terms of using technology; students will have to experiment with the right volume for background music and correlate it to their narration, so that one does not overpower the other – everything (images, music, and narration) must be in sync to provide a fluid and visual narrative of their research.

**Assignment:** The biographical presentations will highlight the lives of well-known (and a few lesser-known) American individuals and their contributions and/or significance to United States history, from 1865 to 2016. Students will be assigned an individual and will deliver a five-minute presentation on that individual. This assignment will provide students with insight into the lives of prominent and interesting Americans, and will encourage students to connect the lives of those individuals to the material discussed in class.

**Assignment:** For the written examinations, seeing as I will be emphasizing propaganda in my honors course, my students will be provided with a study guide containing images rather than essay questions or key terms (my traditional HIST 108 course will be provided with a study guide consisting of specific essay questions and key terms), and they will be responsible for composing their own argument around those images – this will provide my honors students with the intellectual freedom (and challenge) to craft an analytical argument of their choosing based on those images. In crafting their own argument for the images on the study guide, students will have to synthesize the information extracted from the assigned primary sources and the secondary information that I will provide during lecture.

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

**Supplemental Readings:** I only assign primary sources for my students to read and analyze. These primary sources are in the Michael Johnson text, *Reading the American Past*, as well as various websites whose links and/or downloaded PDFs I have provided on Blackboard. A majority of the supplemental readings and/or videos come from the following websites:

<http://historymatters.gmu.edu/>

<http://edsitement.neh.gov/advanced-placement-us-history-lessons>

<https://sheg.stanford.edu/us>

<http://avalon.law.yale.edu/>

<http://teachingamericanhistory.org/>

<http://www.pbs.org/>

<https://www.carnegiecouncil.org/index.html>

<https://archive.org/>

<https://www.youtube.com/>

By only reading and viewing primary sources, students will gain a more fascinating, eyewitness perspective of history by interacting with the thoughts of those who witnessed the historical events that we discuss in class.

**Assessment:** assessment of students reading the assigned materials will be determined through class lectures and discussions. While lecturing, when I arrive at the point in my lecture where I have to reference an assigned primary source, I always ask a student what they thought about that primary source. Once the student has conveyed their analysis, I open discussion up to one or two more students to compare and contrast their analyses. Occasionally, I also put students into groups to discuss different primary sources (one assigned to each group), and then each group will provide their analysis to the class about that source.

**Research opportunity and the utilization of primary and secondary sources:** regarding the written examinations, students will have to synthesize the information extracted from the assigned primary sources and the secondary information that I will provide during lecture, to create an argument for each propaganda image on their study guide. On the day of the exam, I will select one or two of those images (my students will not know which one) for my students to analyze and write about. Also, the research paper and accompanying video will require in-depth research; students must find information from primary sources to craft an interesting argument around their topic, with enough information to fill eight pages; students must also find and incorporate images and music relevant to their topic for their video.

**Documentation style:** I will provide students with a sample of a research paper, so that they may know how to format their paper (justified margins, title page, page numbers, footnotes, bibliography, etc.) according to the Chicago Style of Manual. Regarding the video, there is no a right or wrong way to format the video; however, the ending credits must showcase the sources that students derived the images (if not their own) and music (if not their own) from. The sources listed in the ending credits will be formatted according to the Chicago Style of Manual.

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

I cannot offer field trips at the moment, but I will inform my students of and recommend that they try to visit sites/museums/etc. related to what we will be discussing throughout the semester. For instance, there is Murphy Ranch (a.k.a. the abandoned Nazi compound, which is, unfortunately, falling into disrepair and may not stand much longer) in Pacific Palisades, which ties into the Second World War. Another site related to the Second World War is Manzanar, the internment camp set up for Japanese-Americans, which is only two hours north of Antelope Valley College.

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

- ✓ General education requirement
- ✓ Major requirement
- Elective only

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



## Honors Transfer Alliance Program Course Proposal

Instructions: Use this form to propose an honors section of a course. Honors sections of courses must fulfill all requirements of the Course Outline of Record, but they are distinguished from traditional courses in a number of ways:

- Innovative and active teaching learning method
- Depth and breadth of material
- Emphasis of critical thinking
- Use of technology, supplemental readings, practical applications

The following criteria will help the Honors committee to determine if the course will be distinguished from a non-honors course. **Please be very detailed and specific in your responses.**

### Course Number and Title: Human Sexuality/PSY 212H

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

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

#### 1. Please provide an overview of your proposed course. Be sure to show how it differs from the traditional course. Please provide a copy of the syllabus for the traditional course (included it at the end of this document)

Course Description: This course surveys biological, sociological, and psychological influences on current sexual attitudes and behavior. Special emphasis is placed on increasing general sexual knowledge, recognizing values, and becoming more comfortable with the subject matter. Critical thinking skills will be developed through examination and analysis of cultural values, the complex research problems, and a wide variety of sexual behaviors. Example topics include: sexual dysfunction, sexual health, sexually transmitted diseases, and variations in sexual behavior.

The PSY 212H course differs from the traditional course in a few important ways:

1) While the non-honors course requires an APA style research paper to be completed, the Honors course will require students to complete a research paper where they report their own research findings. The student will have to introduce, propose, design, analyze, and discuss the results of his/her own research study. Given the sensitivity of some of the topics that can be involved, the research study will be based on a survey that will be designed with the help of the instructor. Note that survey questions need not be overtly sexual and can include questions about love, parenting, friendship, communication among couples, etc. The project also allows students to learn how to enter and analyze real data by using statistical tests and statistical software.

2) While the traditional course may include an oral presentation, the Honors course involves a more structured and in depth one where students will work with a partner and actually teach a section of a chapter. This will require them to gather outside sources (not just the textbook) for information, prepare a PPT, and answer questions after the presentation.



3) The Honors course will actually require participation as part of a students' grade. This is to insure the class stays interesting, addresses student questions and is engaging, allows students to become more comfortable addressing topics related to human sexuality.

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

The course will use a variety of teaching methods. This will include lectures, presentations, videos (not explicit, no pornography), self-guided tutorials, discussion, and instructor facilitated research project. Lectures will be less focused on acquiring content and instead more about stimulating discussion (it is assumed that students will have read the textbook chapter and PPT ahead of time). Also, as mentioned earlier, students will actually present some of the material themselves and engage in discussion afterward. Some videos will be shown in place of actual lecture (for example, one will be shown that covers info about reproduction, gender, and sexual orientation). Self-guided library and APA tutorials will be available through Blackboard to enhance student learning. The key for all these will be to stimulate critical thinking and lively discussion.

Students will also work one-on-one with the instructor as they work through the scientific method and learn to use real research data for a research project.

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

There are several. The research project will allow students to work through the scientific method by proposing a research question, developing a research design to gather data, analyzing the data statistically, and discussing findings and implications. This will be reported in an 8- 10 page APA research paper. The paper will have APA formatted title page, abstract, introduction, method, results discussion and references. Students will have to submit their paper to Turnitin to insure they are no plagiarized.

Students will also present on a topic by gathering information on various sources. Discussion will follow the presentation wherein students will be asked to think critically about the information.

The entire class will be focused on enhancing knowledge about human sexuality, and questioning the assumptions, methodology, and implication of such knowledge.

Students will also learn about the resources available at their library and about APA format through self-guided online tutorials. Though the instructor will cover this material in class as well, these provides opportunities for additional learning and development of skills.

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

Supplemental readings will be gathered for preparing the introduction and discussion sections of the APA research paper. The introduction requires students to describe some of the research findings that lead to their research question. Some of the sources) will be primary sources (scientific research articles that report research, whereas others will be secondary sources (books that describe research done by others). The discussion section summarizes findings briefly, discusses implications for current research



and future research. At least 5 sources are required for the APA paper. The paper will be scored with a faculty-developed rubric.

Supplemental readings are also required for the presentation. Students will have to include at least 5 different sources for their presentation. These can be primary or secondary sources as well. The presentation will be scored with a faculty developed rubric.

In addition to these, the instructor will provide research articles (primary sources), copies of newspaper articles (secondary sources), and even point out webpages that provide information on topics related to human sexuality. These will be used to stimulate discussion and critical thinking. As noted earlier, participation will be scored with a faculty developed rubric as well.

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

A guest speaker may be available to provide more information on a given topic, therapy, or specific case related to human sexuality.

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

**General education requirement**

**Major requirement**

**Elective only**

## Honors Transfer Alliance Program Course Proposal

**Course Number and Title:** Sociology 101H: Introduction to Sociology

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

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

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

Sociology 101: Introduction to Sociology course will introduce students to the basic concepts of the discipline of sociology, and the theoretical approaches and methods of sociology. Topics will include the analysis and explanation of social structure, group dynamics, socialization, culture, the construction of self and group identity, social stratification, diversity, social change, global dynamics and globalization. Course objectives include the ability to apply sociological ideas to everyday human behavior and the appreciation of societal problems.

This honors course goes beyond the minimum requirements, as it will provide students with opportunities to explore and interact with content at a richer and in-depth level than the traditional course through additional reading, activities and assignments. Among other requirements, students in this honors course will conduct research, apply concepts and theories discussed in class, develop advanced reading and writing skills and engage in critical discussion during class sessions. The writing assignment will introduce students to the expectations to upper division writing standards at the university level as well as provide an opportunity for students to apply theories discussed in class.

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

The honors course will require students to work independently and in groups. Students will learn through a variety of teaching methods including:

- Lectures utilizing PowerPoint Slides
- Assignments requiring outside readings to enhance class discussions and allow students to have a greater understanding of class material
- Assigning Reading Reactions providing students an opportunity to demonstrate their understanding of course concepts, readings and the application of critical thinking
- Partial film screenings that expose students to concrete examples of concepts and a variety of sociological theories that will help students make connections with course material and everyday life
- Guest lecturers on various topics which will expose students to various perspectives and allow them access to experts in the field of sociology
- Presentation of research project will enhance students public speaking, leadership and ability to apply sociological theory and explain their application to their colleagues

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

1. Throughout the course of the semester, students will write four three-page Reading Reaction papers to demonstrate that they have read the required chapters of the textbook and have an understanding of the content. These assignments will allow students to critically think about what they have read and apply concepts, ideas and thoughts to their unique experiences and the world around them.
2. Globalization and Immigration Case Study: This assignment will enhance student's critical thinking about immigration and globalization, the role it plays in society and the impact it has on individuals, families and various ethnic groups. Students will be required to apply at least four concepts, such as assimilation, acculturation and culture that are introduced in the text and class.
3. Application of Theory to Self: Students will be required to complete a tri-fold poster-board project where in which they choose a sociological theory such as Attachment Theory, Conflict Theory or Structural Functional Theory and apply it to their personal life and experiences. This assignment allows students to self-reflect, demonstrate and understanding of the theory as it relates to themselves and an application of critical thinking.
4. Presentation of Poster-Board: Students will be required to present their poster-board in class allowing students the opportunity to learn from each other and develop public speaking skills.

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

The documentation style will be APA format. Students are strongly encouraged to utilize the AVC Library and to work with reference librarians in order to meet the scholarly requirements for this course. Students will be provided additional readings and material demonstrating current events and trends as it relates to class discussions and topics.

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

Students will have an opportunity to listen to guest speakers who bring in their specialty on various topics discussed in class.

- Vanessa Myrie, MSW, MSG: Ms. Myrie will discuss her personal and professional experience with globalization and immigration and immigration reform.
- Benjamin McKinnon, MSW: As a African American and Korean male of military background, Mr. McKinnon will share his personal and professional experiences about culture and intersectionality.

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

- General education requirement**  
 **Major requirement**  
 **Elective only**

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



## Honors Transfer Alliance Program Course Proposal

Instructions: Use this form to propose an honors section of a course. Honors sections of courses must fulfill all requirements of the Course Outline of Record, but they are distinguished from traditional courses in a number of ways:

- Innovative and active teaching learning method
- Depth and breadth of material
- Emphasis of critical thinking
- Use of technology, supplemental readings, practical applications

The following criteria will help the Honors committee to determine if the course will be distinguished from a non-honors course. **Please be very detailed and specific in your responses.**

**Course Number and Title: ENGL 101H / Academic Composition**

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

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

- 1. Please provide an overview of your proposed course. Be sure to show how it differs from the traditional course. Please provide a copy of the syllabus for the traditional course (include it at the end of this document).** This Honors course will offer a thematic exploration of visual rhetoric, allowing students to improve their critical reading, writing, and thinking skills by considering how visual texts convey, encode, reinforce, and challenge cultural narratives. This theme will be concretized through the use of three main texts, each of which explores the concept of the visual in a different way. First, *Everyone Loves a Good Train Wreck: Why We Can't Look Away* will prompt students to consider American culture as one of spectacle and consumption. Next, the Modernist novel *The Great Gatsby* will be featured as a way to explore questions of identity and memory through a narrative saturated with visuals. Lastly, we will look at *Picture Bride* by Cathy Song, a Hawaiian poet of mixed ancestry who uses the stunning artwork of Georgia O'Keefe as a structuring device for her poetry collection. The course will also include numerous examples and opportunities for analysis of various visual texts: film, photography, and media-generated images, especially advertising.
- 2. Explain how the course will be flexible in format and teaching methodologies. Describe how the course will strive for a greater degree of student participation and involvement.** The course will be largely team-taught with Mark Hoffer, and this instructional format will break down the hierarchy of single instructor and students. We will model critical conversation, share lecturing duties, lead analysis, and oversee group work. Students will also be lecturing and presenting part of the time.
- 3. What activities, assignments, or readings will provide greater depth and breadth of subject matter? Describe writing assignments and discuss how the course will foster critical thinking.** Students will be prompted to critically think about visual rhetoric and cultural understanding in relation to not only nonfiction and fiction but also to current events and social phenomena: from films such as



*Inception* to the artwork of Frida Kahlo to how, for example, regional dialects and gaming are perceived by different cultural groups. A regular schedule of take-home papers and in-class responses will ensure students' critical engagement with the course and its varied materials.

4. **What supplemental readings will be assigned and how will independent reading be determined and assessed? Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.** Although a number of challenging texts will be assigned in the course, students will be researching a variety of topics and academic perspectives that will broaden and deepen their understanding of course materials. (Sample topics will include current and historical examples of advertising.) Students will incorporate their research into presentations and group work. Critical papers for the course will utilize updated MLA documentation and include content from researched academic sources.
5. **What ideas do you have for field trips, guest speakers, and opportunities to attend related cultural and social events, if applicable?** Ideally students would visit not only the AVC art gallery but local museums and possibly the Getty in Los Angeles for greater contextual understanding of course content.
6. **The course fulfills which of the following (check all that apply):**
  - General education requirement
  - Major requirement
  - Elective only

## Honors TAP Option by Contract Instructor Proposal

### H. Williams

**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 103: Critical Thinking and Research

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

- X Option will provide content about the history or background of the field being studied.
- X Option will show an awareness of some of the field's major theories or current trends
- X Option will require students to perform a case study, field experience, or other application.
- X Option utilizes research methods including proper documentation for the discipline.
- X 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.

The honors option will require students to engage with their surroundings while simultaneously applying a semiotic analysis to the way popular culture encourages consumerism, influences our ideas of right and wrong, and shapes our identity. This paired real-world engagement and semiotic analysis requires higher levels of critical thinking and analysis than is required of the regularly enrolled students. As part of the project, students are required to identify real world examples of the influence of popular culture, complete a case study of each, present their findings to the class, and submit a student response paper about each study.

2. Describe how the option will strive for a high degree of student participation and involvement. The students who pursue the honors options will be meeting with me regularly to discuss their analysis, presentations, and writing. The honors student will also, as a group, present their findings to the class on two separate occasions throughout the semester. They will be an integral part of class discussion/instruction for the units covering tv/movies, and the internet/social media.

Week Three: Students meet with instructor to discuss material and future meetings.

## Honors TAP Option by Contract Instructor Proposal

Week Seven: Students meet with instructor to discuss presentation #1.

Week Eleven: Students meet with instructor to discuss presentation #2.

Week Thirteen: Student Response papers due.

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter?  
The honors option requires both collaborative work in the form of two class presentations as well as individual, analytical responses about their findings. The first group presentation will be an analysis of the reality TV show "Survivor" using an additional reading assignment of "Voting Democracy off the Island" by Prose. The second group presentation will be on Millennials and Social Media using an additional reading assignment of "The Me, Me, Me Generation" by Stein. Using the additional readings as a context for analysis, the students will create a semiotic argument about their subject and present it in a multi-media format for class discussion. This assignment fosters in-depth analysis as well as an understanding of the visual rhetoric of class presentations. Following each presentation, each student will individually write a student response of the group's analysis, describing which rhetorical strategies the group employed in their argument and the effectiveness of this application. Each student response will be approximately 750 words in length.
4. Describe writing assignments and discuss how the course will foster critical thinking.  
Each writing assignments gives the honors students the opportunity to apply critical thinking ideas from "Asking the Right Questions" and "Signs of Life in the USA" to their own group presentation. This is a unique experience to turn their critical eye on themselves and their group members, analyzing how well they employed the critical and rhetorical strategies we're learning about in class in their group presentations. There are two student response paper's required, each approximately 750 words in length.
5. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.  
The students will be given one critical outside source to use in their analysis, but they will be required to find additional sources to supplement their findings in their group analysis and presentation. They will be required to use primary source material (clips from Survivor episodes and their own Facebook/Snap Chat/Twitter analysis) as well as secondary, critical sources. All of their findings will be presented in MLA format in their student response papers.
6. Overall, please describe how this honors option by contract project will benefit the honors student.  
The honors option will benefit the students by giving them additional opportunities for conferencing with their professor, working collaboratively with their peers, presenting their findings with an eye

## **Honors TAP Option by Contract Instructor Proposal**

for visual rhetoric, and completing in-depth textual analysis of aspects of popular culture and themselves.

## 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.

(FTV 201 Intercultural & Women's Film) Instructor: Kevin North

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.

FTV 201 is designed to introduce students to different gender, racial, sexual, and cultural images in American and international cinema through the examination of representative films and filmmakers. The honors option will require students to create a special project that aligns with their interest and with the focus of the class. This special project will force students to research course material to a deeper level think critically, create a project and then present that project to 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 semester in weeks 2, 4,5, 7,10,11&12 to fulfill the honors option and complete the contract. During these meetings students will bring in the progress of their project to discuss with the instructor as well as the rest of the honors group. As a culmination the project will be presented to the class in weeks 11 &12.

## Honors TAP Option by Contract Instructor Proposal

Timeline:

Week 2: Introductory Meeting and Contract Discussion

Week 4: Submit form to the Honors Coordinator

Week 5: Select Project and discuss it with instructor

Week 7: Meet with instructor to review progress of project

Week 10: Meet with instructor for final project review and notes

Week 11&12: Present projects to the class

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

All FTV 201 students are required to appraise films and filmmakers in terms of their cultural imagery and to evaluate films in terms of their cultural, political, social and historical context. On top of this the honors student will create a special paper or project with an accompanying presentation that will be presented to the class

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

The honors option includes a completely separate writing assignment and oral presentation that is focused on making the student dig deeper into course material. Through research, and study the student will be challenged to think critically while creating new thoughts and theories on the subject matter.

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

Honors students will be forced to use the AVC library and its online features such as EBSCO Discovery Services in order to research their projects. The honors student will also be forced to incorporate three scholarly sources into their project. Full MLA documentation will be required including a Works Cited page.

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

This honors option project will give students a deeper understanding of Film and Television and how it works as a driving force in our culture and society. Through this special project and

## **Honors TAP Option by Contract Instructor Proposal**

discussions students will learn to contextualize film as an art form, business structure and part of the mass media in new and meaningful ways.