

# HONORS COMMITTEE

## Agenda

Monday, March 18, 2019  
L-201  
2:00PM

**Type of Meeting:** Regular

**Note Taker:**

**Please Review/Bring:** Agenda Packet

**Committee Members:**

Tamira Palmetto Despain, Faculty Co-Chair  
 Vejea Jennings, Faculty Co-Chair  
 Dr. Irit Gat, Division Dean  
 Rae Agahari, Arts & Humanities  
 David L. Adams, Career Tech Education  
 Susan Knapp, Counseling  
 Denise Walker, Health and Safety Sciences  
 Angela Koritsoglou, Rhetoric & Literacy  
 Kimberly Thomas, Library Representative  
 Dr. Mark McGovern, Math Sciences Engineering  
 Pavinee Villapando, Math Sciences Engineering  
 Dang Huynh, Math Sciences Engineering  
 Dr. Matthew Jaffe – Social and Behavioral Sciences  
 John Vento, Ex-Officio  
 TAP Representative  
 Alpha Iota/ASO Representative

Items	Person	Action
I. Call to Order and Roll Call		
II. Opening Comments from the Chair	T Palmetto Despain V Jennings	
III. Open Comments from the Public		
IV. Approval of Minutes	ALL	A. February 25, 2019 Meeting
V. Old Business		
VI. Discussion Items		A. Fall 2019 Honors Schedule Flyer (attachment) B. ENGL 101 Honors Option Proposal (attachment) C. Physics 110 Honors Option Proposal (attachment) D. CIS 111 Honors Option Proposal (attachment) E. CIS 113 Honors Option Proposal (attachment) F. Engl 101 Honors Option Proposal (attachment) G. Pols 200 Honors Option Proposal (attachment) H. Psych 234 Honors Option Proposal (attachment)
VII. Action Items		I. Fall 2019 Honors Schedule Flyer (attachment) J. ENGL 101 Honors Option Proposal (attachment)

		<p>K. Physics 110 Honors Option Proposal (attachment)</p> <p>L. CIS 111 Honors Option Proposal (attachment)</p> <p>M. CIS 113 Honors Option Proposal (attachment)</p> <p>N. Engl 101 Honors Option Proposal (attachment)</p> <p>O. Pols 200 Honors Option Proposal (attachment)</p> <p>P. Psych 234 Honors Option Proposal (attachment)</p>
VIII. Other Business		
IX. Adjournment		

# HONORS COMMITTEE

## Minutes

Monday, March 18, 2019  
L-201  
2:00PM

**Type of Meeting:** Regular  
**Note Taker:** Angela Koritsoglou  
**Please Review/Bring:** Agenda Packet

**Committee Members:**

Tamira Palmetto Despain, Faculty Co-Chair -- present  
Vejea Jennings, Faculty Co-Chair -- present  
Dr. Irit Gat, Division Dean -- absent  
Rae Agahari, Arts & Humanities -- absent  
David L. Adams, Career Tech Education -- present  
Susan Knapp, Counseling -- present  
Denise Walker, Health and Safety Sciences -- present  
Angela Koritsoglou, Rhetoric & Literacy -- present  
Kimberly Thomas, Library Representative -- present  
Dr. Mark McGovern, Math Sciences Engineering --absent  
Pavinee Villapando, Math Sciences Engineering -- present  
Dang Huynh, Math Sciences Engineering -- present  
Dr. Matthew Jaffe – Social and Behavioral Sciences -- present  
John Vento, Ex-Officio -- absent  
TAP Representative -- present  
Alpha Iota/ASO Representative -- present

Items	Person	Action
I. Call to Order and Roll Call		
II. Opening Comments from the Chair	T Palmetto Despain V Jennings	
III. Open Comments from the Public		
IV. Approval of Minutes	ALL	A. February 25, 2019 Meeting <b>Action Taken:</b> No action <b>Follow Up Items:</b> Minutes will be presented at the 4/22/19 meeting
V. Old Business		
VI. Discussion Items		A. Fall 2019 Honors Schedule Flyer (attachment) B. ENGL 101 Honors Option Proposal (attachment) C. Physics 110 Honors Option Proposal (attachment) D. CIS 111 Honors Option Proposal (attachment) E. CIS 113 Honors Option Proposal (attachment) F. Engl 101 Honors Option Proposal (attachment)

		<p>G. Pols 200 Honors Option Proposal (attachment)</p> <p>H. Psych 234 Honors Option Proposal (attachment)</p> <p><b>Action Taken:</b></p> <p>A. ENGL 101 Honors(Renee Nogales) discussed</p> <p>B. Psych 234 Honors Option Proposal discussed</p>
VII. Action Items		<p>I. Fall 2019 Honors Schedule Flyer (attachment)</p> <p>J. ENGL 101 Honors Option Proposal (attachment)</p> <p>K. Physics 110 Honors Option Proposal (attachment)</p> <p>L. CIS 111 Honors Option Proposal (attachment)</p> <p>M. CIS 113 Honors Option Proposal (attachment)</p> <p>N. Engl 101 Honors Option Proposal (attachment)</p> <p>O. Pols 200 Honors Option Proposal (attachment)</p> <p>P. Psych 234 Honors Option Proposal (attachment)</p> <p><b>Action Taken:</b></p> <p>C. ENGL 101 Honors(Renee Nogales) Option Proposal (attachment) APPROVED</p> <p>D. Psych 234 Honors Option Proposal APPROVED</p> <p>E. All other options tabled for the next meeting:4/22.</p>
VIII. Other Business		
IX. Adjournment		



## **HONORS COURSES FALL 2019**

**Anthropology 101/** TR 1:00 – 2:20pm (Wiewall)

**Art 100 /** Friday 2:30– 5:35pm (Nickel)

**Chemistry 110 /** TR 2:30 – 3:50pm (Schroer)

*Chemistry Lab: Wednesday 2:30 - 5:35pm and SA:Thursday 4:00pm*

**Economics 101 /** MW 2:00 - 3:20pm (Ganley)

**English 102 /** Tuesday 7:00 - 10:05 pm (Hoffer):.

**English 230 /** MW 9:30 - 10:50am (Tafarella)

**Geology 101 /** Wednesday 7:00 – 10:05pm (Burd)

**History 108 /** TR 9:30 - 10:50am (Shafer)

**History 111 /** TR 11:00 - 12:20 pm (Burns)

**Mathematics 115 /** MWF 11:00 - 12:10pm (Bowers)

**Philosophy 105 /** Friday 8:00 - 11:05 am (Mendoza)

**Political Science 101 /** MW 9:30 - 10:50am (Vento)

**Sociology 101 /** MW 1:00 - 2:20pm (Giorgi)

**Theater Arts 101 /** Monday 7:00 - 10:05 pm (Corona)

## **SUMMER 2019**

**Biology 104 /** MW 8:00 – 11:00am (Nissani and Vento)

**Political Science 101 /** MW 11:30 – 2:45pm (Vento)

**Psychology 101 /** MTWR 9:30-10:50am (Lewis)



**Anthropology 101** / TR 1:00 – 2:20pm (Wiewall)

Ever wonder who we are and how we got here, and what's with these strange opposable thumbs? Ever wonder what it means to be human or wonder why the human species appears to be so diverse? Is there really such a thing as different human “races”? How can we share over 98% of our DNA with a chimpanzee? Does the Hobbit really exist? Could I really have Neanderthal DNA? How similar were *Homo sapiens* and Neanderthals? If you have ever pondered these questions, then this is the class for you! Scientific explanations for human origins, modern human diversity, and the place of our species in the natural world will be the focus of the course. We will study the anatomy, physiology and behavior of living and fossil primates, the biological processes involved in organic evolution, look at the extent of variation among modern humans, examine the evidence for the morphology and ways of life of our hominin ancestors, the role of biocultural evolution, and archaeological interpretations for the origin of culture. Welcome to the human journey across space and time!

**Art 100** / Friday 2:00 – 5:05pm (Nickel)

What is Art Appreciation? Art Appreciation is being able to look at works of art and form a perceptive opinion stamped with your individual insight. That seems easy enough. So why take a class dedicated to art appreciation? We will be delving into why we ‘like’ a work of art, exploring how and why we react to visual media. This course investigates artistic processes and principles across cultures and time periods to better understand what factors drive how works come into being. Why is it important to feel comfortable with Art? Art is a product of the human experience, a response elicited by our unique cerebral structure and social order. Hardwired in our DNA, Art has functioned as a means for understanding the universe since the very beginnings of our society. We cannot seem to stop.

**Chemistry 110** / TR 2:30 – 3:50pm (Schroer)

*Chemistry Lab: Wednesday 2:30 - 5:35pm and SA: Thursday 4:00pm*

Falling in love is about the right chemistry. Come to this class and you will fall in love *with* chemistry. Do you like to destroy, rearrange, and build? Then you love chemical reactions. In this course, we will be learning about the atoms and how they react with each other to form more complex structures. We will go back in time and meet Mendeleev and his periodic table; we will learn about bonding theories and play with different energies. We will explore topics close to home, like the water in our local communities, and although we won't always have the right solution on every topic, we will learn what solutions there are. We will practice thinking critically and will determine to what extent chemistry really controls our lives. We will use an inquiry-based curriculum during a seminar-structured environment and employ the Socratic method of learning. You will not only learn in the classroom but also work in the lab as you learn to test and evaluate theories. You will love it!



**Economics 101 / MW 2:00 - 3:20pm (Ganley)**

Extending what is normally covered in Economics 101, this Honors course offers a sophisticated yet engaging introduction to the principles of Macroeconomics, and puts an analytical focus on the U.S. economy. Topics include a study of market systems, economic business cycles, unemployment, inflation, national income accounts, macroeconomic equilibrium, money and financial institutions, monetary and fiscal policy, globalization, international trade and finance. Students will be introduced to some of the concepts and theories typically addressed in intermediate-level Macroeconomics courses, including the welfare implications of government policies, calculating asset prices, advanced version of money multiplier, Okun's law, and Taylor's rule. In order to prepare and sharpen the research skills needed at many four-year institutions, this Honors course gives students the opportunity to write a research paper based on macroeconomic time-series data taken from the St. Louis Fed FRED database. Increase your academic net worth, and enroll in this class!

**English 102 / Tuesday 7:00 - 10:05 pm (Hoffer):.**

Critical thinking courses, such as English 102, typically rely on reasoned analysis, but if "[r]eason seeks to map reality," as Stephen Asma asks, "what about the obscure territories that fall outside the map?" Asma's text *On Monsters: An Unnatural History of Our Worst Fears* will be our guide through everything from Greek tragedy to medieval monsters to contemporary Gothic poems. We'll juxtapose literature with film and theory, exploring form and content, structure and context. From the underworld to Hollywood, the freak show to Thermopylae, we'll slip through the gates and examine the ways that darkness illuminates the mind.

**English 230 / MW 9:30 - 10:50am (Tafarella)**

One way to read a modern piece of literature is in light of the literature that came before it. In English 230, we'll read that literature that came before...way before. We'll read the foundational texts that started all literary studies, from the Hebrew Bible to the ancient Greeks and Romans to the literatures of India and China. We'll read, for example, the 3500 year old Egyptian "Hymn to the Sun," the Mesopotamian *Gilgamesh Epic*, and the flood narratives in Genesis. We'll also read Roman atheists, like the poet Lucretius, and Hindu texts, like the *Bhagavad Gita*. And, of course, we'll read the Italian poet that T.S. Eliot appraised to have been as important to western literature as Shakespeare--and his only rival: Dante Alighieri. And let's not forget the *Tao Te Ching* ("The way that is spoken is not the eternal way..."). This will be a meaningful, intellectually stimulating course, increasing your global literary literacy, and thus helping you make sense of all the literatures that you'll read thereafter.



**Geology 101 / Wednesday 7:00 – 10:05pm (Burd)**

What do earthquakes, volcanoes, tsunamis, and mountain ranges all have in common? Will the 'Big One' turn Lancaster and Palmdale into beach-front property? Have previous volcanic eruptions caused global climate change? How can we prevent a geologic hazard from becoming a humanitarian disaster? We will address these questions and many more as we cover the basics of introductory geology in Honors Geology 101. Topics include minerals, rocks, plate tectonics, earthquakes, landslides, volcanoes, deserts, glaciers, and geologic resources. Compared to a standard class, we'll have additional discussion of how these topics relate to human history and current events. The small class size also allows us to take several field trips, but these will occur outside of class time. Get ready to rock! NOTE: students should be prepared to go on two field trips outside of class time.

**History 108 / TR 9:30 - 10:50am (Shafer)**

Although still covering many of the same topics as the standard History 108 class, the Honors History 108 course will emphasize American foreign policy, activism, and interventions since 1898, up through America's invasion of Iraq. In addition, this course will focus on three other major themes of modern American history, primarily the growth of the federal government after the New Deal, the changes to society during the Civil Rights' Era, and the disastrous episodes of the Vietnam War and the Watergate Scandal, which shook the confidence of the nation up to this day. Learning will come through a strong emphasis on student involvement through both small group and individual discussion using primary and secondary documents in order to develop critical thinking and analytical skills.

**History 111 / TR 11:00 - 12:20 pm (Burns)**





History 111 is a survey course in African American History, from the post-Civil War era to the present. It is a sobering look at the roles, struggles and successes of the former slaves and free blacks of the southern United States, as well as the position of free blacks in the North and West, as they seek to overcome the racist legacy of slavery. Starting with the drama of reconstructing a nation bitterly divided over the South's "peculiar institution," and its impact on American society, we will take a journey through the problems of rebuilding southern society—socially, politically and economically—amidst overwhelming animosity toward northern governments and institutions. Major issues: 1) Presidential Reconstruction vs. Radical Reconstruction; 2) the growth of white supremacist institutions in the South; 3) the role of the military in enforcing reconstruction; 4) the role of the Freedmen's Bureau (assisted by the military) in aiding the former slaves (creating schools, hospitals, churches, universities); and 5) why the end of Reconstruction resulted in the furtherance of Black Codes and Jim Crow segregation. From 20th century successes such as the Jazz Age and the Harlem Renaissance, we witness a general decline among the Black communities during the Great Depression. As the U.S. enters WW II, African Americans distinguish themselves (men and women alike) in every branch of the military. During the post WW II period, we will study the social and economic condition of blacks, as they take a stand for their civil rights. From virtual invisibility in the 1950s to peaceful and militant rebellion in the 1960s, Civil Rights activists made cracks in the thick walls of prejudice and discrimination. From this period to the present, America's Black community has made magnificent strides, through the joint efforts of Black and White civil rights leaders, educators, politicians, evangelists, and the multitude of Black organizations dedicated to change.

**Mathematics 115** / MWF 11:00 - 12:10pm (Bowers)

If ten monkeys flip ten coins in the air ten times in a row, what is the probability it will come out heads all of the time? How do the "card sharks" in Las Vegas work, or how does your medical insurance company know what to charge for a premium? As we introduce ourselves to statistical procedure, we will study everything from graphs to concepts such as central tendency, dispersion, probability, binomial distribution, estimation, hypothesis testing, regression, correlation, and chi-square. It sounds intimidating, but these are all extremely useful tools through life and academic study. Join us as we master the whole list.

**Philosophy 105** / Friday 8:00 - 11:05 am (Mendoza)

Mark Twain once noted the strange encounter between the Lord of the Garden and Adam and Eve. Adam noted the exchange between them by saying to Eve that the act of eating from a certain tree would cause them to die. "It is the tree of good and evil," Adam said. Eve responded by asking, "What is good, and what is evil?" In this ethics course, we will be asking the same question as Eve: what is good, and what is evil? Do they even exist? We will explore those questions by looking at different theoretical perspectives that answer the questions by looking into intention, pain, virtues, God, psychology, and feminism. After the foundations of theory have been built, a multicultural approach (Buddhist, Islamic, African American, Latin American, Asian, Feminist, etc.) will be applied to help us look at the different perspectives of applied ethics as they relate to the death penalty, free speech, animal rights, violence, abortion, euthanasia, and equality, among other topics. In the wise words of Michael Scott and Holly Flax (from *The Office*), "Let's get ethical; ethical! I want to get ethical!"



**Political Science 101 / MW 9:30 - 10:50am (Vento)**

There has been an active debate about whether the American democratic system ensures freedom, equality, and individuality for all citizens. This Honors class will provide a springboard to analyze the American democratic system and whether or not it works. We will focus on major political events, such as the 2016 and 2008 presidential elections, the war with Iraq, and the recall of Governor Gray Davis. We will also examine the terrorist attacks of September 11th and the impeachment of President William Jefferson Clinton. Each of these events has demonstrated the various roles of government and provides us with the opportunity to examine the American democratic system at work. We will depart from the traditional classroom format and employ a seminar-structured environment that uses the Socratic method of learning. **Taking this class will improve your health—both physically and mentally.**

**Sociology 101 / MW 1:00 - 2:20pm (Giorgi)**

Has racism increased or decreased since Kendrick Lamar won the Pulitzer Prize? Did you know that the Navajo tribe had five genders before European colonization? Did you know that it is possible to achieve the American dream in eighteen other countries BEFORE actually achieving it in America? Which bathroom does an intersex person use? Honors Sociology 101 relies on the concept of intersectionality: the premise that people live multiple, layered identities derived from social relations, history, and the operation of structures of power. Utilizing Sociological theories and concepts, this course aims to address the way racism, ableism, sexism, homophobia, transphobia, class oppression, and other systems of discrimination create inequalities that structure the relative positions of all people. The course considers historical, social, and political contexts and recognizes unique individual experiences resulting from the coming together of different types of identity. This course is discussion-based, allowing students to share their beliefs, ideologies, and values in a safe environment which ultimately enhances critical and analytical thinking by revealing the social structures and processes that shape diverse forms of human life. **Let us get comfortable with the uncomfortable together!**

**Theater Arts 101 / Monday 7:00 - 10:05 pm (Corona)**

This Honors Introduction to Theatre course is for students who want to explore and navigate the world of theatre and performance through readings, discussion, and practice. Students will benefit not only by gaining a better understanding of theatre as a collaborative process, but also by looking at theatre as an agent of change in society. They will see that theatre is not only entertainment, but is a medium for personal, cultural, and social dialogue in everyday life.. Through engaging and reflective assignments, discussions and analysis of theatre, students will gain transferable skills such as interpersonal communication, public speaking, critical analysis, and broader modes of thinking. Students will be audience members at live theatrical productions, practitioners through group presentation, and critics through analysis. Whether you are interested in ancient Greek or contemporary American voices, are brand new to theatre, or have been doing it all your life, your views and artistic tastes will be welcomed and nurtured in this class. The world is a stage—come explore with us!

**Summer 2019 Honors Schedule (02-27-19Draft)**



**Biology 104 / MW 8:00 – 11:00am (Nissani and Vento)**

The land, air, and waters are polluted, climate is changing, rain forests (and other habitats) are being destroyed, and there are too many people who are putting too much demand on our planet. This does not sound like a great future for us, but hey, where can we go? We can't leave the planet (yet!!!). So what to do? Well, this is the course to take. We will not only explore current environmental issues but will also examine solutions from a variety of perspectives (biological, sociological, political, etc.). We guarantee that this course will make you angry, sad, and more importantly, hopeful. This course will be team-taught by Dr. Zia Nissani and Political Science Professor John Vento. Join us and become part of the solution.

**Political Science 101 / MW 11:30 – 2:45pm (Vento)**

There has been an active debate about whether the American democratic system ensures freedom, equality, and individuality for all citizens. This Honors class will provide a springboard to analyze the American democratic system and whether or not it works. We will focus on major political events, such as the 2016 and 2008 presidential elections, the war with Iraq, and the recall of Governor Gray Davis. We will also examine the terrorist attacks of September 11th and the impeachment of President William Jefferson Clinton. Each of these events has demonstrated the various roles of government and provides us with the opportunity to examine the American democratic system at work. We will depart from the traditional classroom format and employ a seminar-structured environment that uses the Socratic method of learning. **Taking this class will improve your health—both physically and mentally.**

**Psychology 101 / MTWR 9:30-10:50am (Lewis)**

[New or Updated Description Needed]

**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 NO CREDIT 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.

### **Sawsan Farrukh, English 101: Freshman 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.

The proposed option will provide honors students with a choice between two different books which are along the lines of the same theme of the two other books and the semester project. All materials deal with the subject of personal identity. My

English 101 students read *The Sunset Limited* by Cormac McCarthy and *Brave New World* by Aldous Huxley. Both of these books deal with characters who are trying to find themselves in worlds which they find unbearable. This allows for intellectual conversation on these subject matters and allows students the room to dissect these concepts. They also are assigned a semester long project on exploring their own genealogy. This project was inspired by the essay "A Journey along the Atlantic Slave Route" by Saidiya Hartman. Hartman embarks on a journey to connect with her African roots, starting in high school when she changes her name to a traditional African name, later researching her family roots and visiting Ghana. Students are asked to research their own genealogy, which can include researching the meaning of their name and history of their lineage.

The additional book they are asked to read will relate along the lines of identity, layering in the element of literary analysis. Students will be able to choose between *Frankenstein* by Mary Shelley and *Crank* by Ellen Hopkins. They will have some extra supplemental reads that will help solidify the understanding of the book of their choice. About three extra writing assignments will be assigned to the honors students to ensure that they have a full experience when examining of the theme of identity in this course.

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

The honors option involves two very popular works and allows for both intrigue and flexibility. Students will also be asked to check in with me throughout the semester. This allows for some individual instruction and allows students into the side of academic research that fosters creativity and intriguing critical thought. Although it might be more work, it is not necessarily harder than the rest of the course. It allows these students to experience a faster paced English course while contributing to their transcript.

3. List the specific meeting dates, deadlines and tasks.  
Week 4- Quick check in with choice of book

Week 7- Discussion post on book and check in with me about where they are at with the book (should be done/almost done) and discuss their thoughts on the conversation of identity.

Week 8- Outline/ brainstorm for paper due

Week 9- Discussion post--involving a secondary source on their book

Week 10- Sample Annotated bibliography due (via discussion post)

Week 11- Draft of their paper due for review

Week 13- Meet to discuss revisions

Week 15- Final paper due via Canvas

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

The honors option students will be given one extra book to read, either *Frankenstein* by Mary Shelley or *Crank* by Ellen Hopkins. While the reading levels differ on these two books, they both consider the concept of a monster and identity crisis. The language of *Frankenstein* is that of the British romantics, a classic which will surely have many resources which will specifically deal with the concept of identity. *Crank* is written in contemporary prose, which makes for an easy read, yet is somewhat emotionally jarring due to the subject matter. Students will be challenged by this book because they will have to look into the psychology of the character who struggles with an addiction to methamphetamine, which takes on the identity of "the monster." This book is relevant because it tackles a prominent issue that plagues our current society. There may be less resources on *Crank*, however this will allow them to become a bit more familiar with close reading the material. Supplementary readings may be provided to aid in furthering their understanding and research. Meetings with me will aid in their understanding of the work and also help guide them the finish line.

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

Students will have until week fifteen to turn in their final paper on their choice of *Frankenstein* or *Crank*. The paper will require four to five sources and will be six to eight pages long. They will be asked to specifically focus on the theme of identity

and its expression through the depiction of monstrosity. This will foster critical thinking because they will be asked to read some challenging works and encouraged to contribute original thought to the growing conversation about these works. This may also allow for a small level of relatability; everyone searches for their identity at some point. Identity is part of what makes us both individuals and aids to connect us to community.

The honors option students will have a couple of extra posts to do which will pertain to the book of their choice. These will aid in scaffolding their critical thought process and solidify their choice in direction for their paper. Some secondary source material might be assigned or suggested, allowing room for guidance for their research.

They will also have to turn in an outline, annotated bibliography, and draft before the final draft is due. This will aid in the development of their argument and thought process, leading to a well rounded argument by week fifteen.

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

Students will be able to become more attuned to library resources. They will be required to use four to five secondary resources, preferably peer reviewed. MLA documentation and format will be required.

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

This project will give students the opportunity to explore a classic monster book, which is consistently trending in the industry of entertainment, or a book that has gained massive popularity in the young adult genre. They will keep students on trend and allow them to have a closer look at the material. Close reading the material with a focus on the specific theme of identity will help foster critical thinking and allow the student some insight on the life of a scholar in the English division. Since their paper will follow MLA guidelines and extra research, it will further aid in familiarizing them with the types of papers expected in the humanities.





**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.

Physics 110: General Physics I

**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 performing an honors option will, with the guidance of the instructor, select three publications in peer-reviewed journals published no earlier than 2010. These publications will be individually tailored to participating students to align with their

declared major (e.g. a student declaring a biomedical engineering major intent may be guided to select an article from the Annual Review of Biomedical Engineering). Students declaring a major outside of STEM who wish to participate in honors physics 110 as academic enrichment may select a topic of their choice within physics or engineering that interests them. Students will prepare a written review of how concepts discussed in physics 110, including force, pressure, and energy, are applied in modern scientific studies in their selected discipline. Students will also present an oral presentation to the class detailing their findings. This assignment is only given to students in the honors option.

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

Students participating will be required to research current scientific progress in their chosen major. This will develop the skill of acquiring information from technical writing, which is essential for scientists and engineers to maintain up-to-date knowledge in their respective fields and maximize desirability to employers. Students will also practice their own technical writing and presentation skills in their composition of a formal written report on their findings and presentation to an audience of their peers.

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

March 22: Journal articles selected and approved by professor

April 5: Student will turn in a brief summary of article 1, including objectives of the study, primary findings, and applications of mechanics concepts identified

April 19: Student will turn in a brief summary of article 2, including objectives of the study, primary findings, and applications of mechanics concepts identified

May 3: Student will turn in a brief summary of article 3, including objectives of the study, primary findings, and applications of mechanics concepts identified

May 21: Final written review article on the applications of mechanics to modern advancements in [chosen field of study] due to professor

May 27: presentation to general physics 110 class

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

The entire focus of the primary assignment is to provide a greater depth of understanding of mechanics concepts as they relate to modern experimental research.

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

Students will prepare a written review of how concepts discussed in physics 110, including force, pressure, and energy, are applied in modern scientific studies in their selected discipline. This review paper will be written in a style appropriate for a technical publication. Additionally, students will provide three less formal article summaries to the instructor as preparatory assignments for the final review paper. Analyzing research, presenting primary findings, and documenting how modern research draws from concepts taught in Physics 110 requires the critical thinking skills of evaluating others' work and understanding how basic physical concepts are applied to specialized investigations.

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

Students will research the literature to select papers for analysis with the guidance of the instructor. Sources will be documented in a style appropriate for a journal within the field appropriate for each student (most often, this will be either MLA or APA). Journal articles documenting experimental research are inherently primary sources.

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

Students participating will exercise their critical thinking skills, gain exposure to modern progress in a field of study they plan to pursue as a major, and develop the skillset required to learn and communicate new information from academic writing.



## 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)**

**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.

The honor's option will provide additional work for many of the labs included in the normal coursework – with special emphasis on much-expanded requirements for the final project. A number of labs will have specific challenge portions to explore more complex algorithms, possibly requiring research, to solve harder problems than given to the rest of the class. The final project will include an entirely separate set of requirements, including a Graphic User Interface design that will require significant research and learning beyond the core curriculum of the class. I am always available to my students virtually immediately via e-mail, but I will also host focused discussion board topics and be available before normal class periods for those taking part in the honors option.

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



## Honors TAP Option by Contract Instructor Proposal

The option will require extremely committed students to stay on top of the additional tasking each week. Additionally, it will require increased involvement in the field by challenging their critical thinking and expanding the basic principles with advanced methodologies. The discussion topics will have required participation including posting outside sources and relevant code snippets to tackle the extended challenges.

3. List the specific meeting dates, deadlines and tasks.
  - Assignment 4 Challenge (due 3/14)
    - o Expanded critical thinking with loops
  - Assignment 6 Challenge (due 3/28)
    - o More algorithms necessary
  - Assignment 8 Extra-Challenging Challenge (due 4/25)
    - o Expanded class-use to develop functional text-based game
  - Assignment 10 Challenge (due 5/8)
    - o Optimization
  - Final Project Challenge (due 5/30)
    - o GUI design, increased grading criteria
4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?  
The assignments listed 3 in addition to online resources and external citations – some provided, some for them to find.
5. Describe writing assignments and discuss how the course will foster critical thinking.  
N/A
6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.  
Research websites for solving algorithm problems will be cited. Discussion topics will force different students to bring different sources for the entire section to benefit from.
7. Overall, please describe how this honors option by contract project will benefit the honors student.  
It will challenge them to solve problems on par with real-world programming challenges. The class will not be an introduction for them, but a lesson in application.

**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)**

CIS 113 Data Structures

**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.
- \_\_x\_ 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.
- \_\_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.

Honors students will implement a computer game version of the board game "Ticket to Ride". I will develop most of the Graphical User Interface (GUI) for them, but they will have to complete it and implement all of the game logic and scoring. Their

implementation will utilize many of the data structures and some of the algorithms learned in the class.

This differs from the regular coursework because the course work focusses on the implementation of data structures rather than their use, whereas this project will require the use of already implemented structures. In addition, they will be required to use JavaFX to complete and interact with the GUI which is a current industry trend that is not taught in the class. They will have to do their own research in order to learn how to use JavaFX.

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

This is a difficult project. The students will be required to do a great deal of work on their own, but will be given ample opportunity to consult with me as well. Much of the implementation will be left to the student's own approach so they will require critical thinking to design their application.

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

The only hard deadline that I will use as a pass/fail criteria is that the project must be completed prior to the last day of the semester. However, I will suggest target milestone dates throughout the semester based on when we finish covering each data structure that will be required for this project.

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

The main activities that the students will benefit from are: 1) Learning JavaFX, 2) Learning how to learn about a new technology without an instructor presenting it to them, 3) Learning how to approach writing a large program (this differs significantly from most of the smaller tasks they've done in school) 4) Having the ability to express creativity in their design (I've found that it's only when students get to use their own design that they really start learning a lot) 5) Becoming comfortable using data structures to actually accomplish a goal.

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

The only writing required will be the writing of the software itself and its internal documentation. The project overall is going to require more critical thinking than they have likely required for any of their previous courses. They will need critical thinking for their design, the implementation of their design, and the debugging of their implementation.

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

Their main research resources will be the JavaFX section of their zybooks and various internet tutorials and forums. Documentation will be required in the form of Javadoc comments.

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

I personally believe that computer science students do not really excel until they start implementing some things for fun on their own. I believe that any student who attempts this will not stop at the bare minimum, but will work to make this their own creation that they are proud of. I believe that this project will allow the student to explore the parts of programming that they find the most interesting and prove to themselves that they can do hard things. This will most likely be the most difficult programming assignment that the students have ever completed and the sky is the limit as far as how much they learn. I myself, who have been a professional software engineer for several years, have already learned some new things just by beginning to implement this project. I don't think that there is anyway that a student could complete this project without becoming a better software engineer in the process.



## English 101: Freshman 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.
  - **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.

In English 101, the students read John Steinbeck's *Travels with Charley: In Search of America*, and they complete a 4-6 page literary analysis on one of the themes in the book with minimal research regarding historical or biographical context as needed.

An honors option would extend this analysis by requiring the student to perform a comparison of Steinbeck's America, as seen in *Travels with Charley* and at least one of Steinbeck's other novels, to America today, focusing on Steinbeck's observations as well as historical research to determine a cause and effect relationship between the past and the present. The project will culminate in a formal, engaging presentation that uses visual aids as well as a research journal documenting the student's experience with the project.

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

While 101 students are required to analyze the text and perform minor research for biographical or historical context, the honors option will require a higher level of

research and analysis. The honors student will also have to have a keen understanding of audience awareness in order to present an engaging visual presentation that fosters discussion.

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

- Week 3:
  - Brainstorm a minimum of three specific topics or themes from *Travels with Charley* on which the student will focus
- Week 5:
  - Choose another book by Steinbeck that offers additional historical perspective and relevance
- Week 8:
  - Submit a summary of themes from both books with specific examples to show relevance
  - Draft a research plan
  - Research historical and sociological topics, such as the Civil Rights Movement, gender equality, the Cold War, and the history of environmental issues in America.
- Week 10:
  - Submit a preliminary Works Cited page in MLA format and a detailed Annotated Bibliography for non-visual materials.
  - Brainstorm possible visual aids and presentation formats
  - Create an engaging, informative handout for students
- Week 12:
  - Submit an outline to guide the presentation
- Week 14:
  - Submit the presentation for final approval and revisions
- Week 15/16 (depending on the amount of presentations):
  - Present the topic to the class, making certain to discuss, not read, the topic and to provide ample opportunity for questions.
  - Submit final Works Cited page
  - Submit a journal documenting the student's research experience including obstacles he or she faced, lessons learned, and important takeaways for future research and/or presentation

4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?
  - Other books from Steinbeck canon (at least one book in addition to *Travels with Charley*)
  - Research on The Dust Bowl, the Great Depression, the wars of the early to mid-20<sup>th</sup> Century, the Civil Rights Movement, and Gender equality issues
  - Historical news footage, news clips, or magazine articles, documentary segments, and movie clips
5. Describe writing assignments and discuss how the course will foster critical thinking.
  - A written annotated bibliography will encourage students to fully evaluate all sources and to tie them into a verbal discussion of the topic.
  - Outlining will help students to structure their discussion while demonstrating in-depth knowledge of the topic and audience awareness/engagement by presenting information without reading it.
  - Drafting a visual aid handout will help students understand the importance of audience engagement.
  - A final journal will encourage reflection and will foster the ability to learn from past research experiences.
6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

MLA documentation will be required. An annotated bibliography must be submitted for all informational sources, while a works cited page will document all sources including visual aids. Secondary sources, such as movie clips may be used to illustrate specific concepts and analyze representations of the text. Sources such as news clips and magazine articles will provide insight into the common perspectives both historically and today.

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

Students will have the opportunity to move across a breadth of academic topics not limited to literary analysis; they will evaluate historical, sociological, cultural, and political aspects of the author's work to demonstrate comparison, relevance, and cause and effect development of ideas.

## HONORS OPTION

POLS 200-01 (CRN #36884) Spring 2019

Introduction to Political Theory

**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
  - \_\_\_ 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 POLS 200 Honors student will conduct extensive research throughout the semester and write a term paper that can be construed as graduate-level. For research the honors student will read beyond the standard "Political Philosophy" textbook, and incorporate direct source readings of some of the great historical and contemporary political philosophers. The general term paper guidelines require students to simply thread the connections (example: human nature, property, and/or the nature of government, etc.) across the centuries (of these philosophers.) The honors student will theorize how these authors were actually *influenced* by their peers. The honors student will also conduct an approximately 20-25 minute formal presentation (to the rest of the class) on their work and research, and take questions along the way. Furthermore, the honors student will write a critical reflection, discussing their primary and secondary sources as well offer a critical analysis of their own work and presentation.

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

The POLS 200 Honors student will have to begin additional formal research no later than the 2<sup>nd</sup> month of the standard semester. They will have to read at least 3 to 5 additional works. For example, these include, but are not limited to Plato's *Phaedo*, or *Laws*, Madison's *Notes on the Federal Constitution*, Calhoun's *A Disquisition on Government*, or even MacIntyre's *After Virtue*. Furthermore the honors student will meet with the instructor on a biweekly basis and correspond regularly via email. And as mentioned in prompt #1, the student will have to conduct a formal 20-25 minute presentation to the rest of the class during the last couple of class meetings.

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

Formal meetings will be conducted on March 5, March 12, April 9, April 23, May 7, and May 21. The Honors student will need the outline for the research paper/proposal completed by April 9. The 1<sup>st</sup> draft of the Honors research paper will be completed no later than April 23. Revisions will occur throughout the months of April and May. Formal completion of the paper will be by May 14. The Honors student will present their work to the class on May 21. The critical essay will be due no later than May 31.

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

POLS 200 Honor students will be expected to write a longer term paper (8 to 12 pages) and their paper will offer a theoretical analysis of how modern philosophers were influenced by their predecessors. Many have suggested a connection with property and the state. For that the student will need to read several works as related. Including the complete works of John Locke, the complete Federalist (Essays by James Madison and Alexander Hamilton particularly), and John Calhoun's *Disquisition*. Other readings will be assigned based on the student's preferences and chosen philosophers. The students will have to begin the research process months earlier and present a formal outline/proposal by early April, their research will focus on individualism, community, private property, and/or the state. This essay will give students additional and deeper practice using primary and secondary sources. Second, the student will prepare a formal presentation of their

work to the class. Powerpoint slides and/or other visual aides will be expected. That presentation will be conducted on May 21. Finally the student will do a critical reflection related to their research that not only will examine their chosen works, but their own thought processes and what they could have done differently.

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

As prompt #4 suggests, critical thinking will be present throughout the course and the honors option papers and presentation. The original term paper asks students to compare and contrast the theories of *two* of the following theorists: Plato, Aristotle, Hobbes, Locke, Rousseau, Marx *and* one more 18<sup>th</sup>, 19<sup>th</sup>, or 20<sup>th</sup> century theorist on at least two of the following topics: individualism, community, private property, and the state. The Honors student will need to not simply compare and contrast, but theorize *how these classic authors* influenced their more contemporary successors. Many will focus on property and the state perhaps focusing on James Madison or more contemporary authors such as Hannah Arendt, Michael Sandel, Robert Nozick, or John Rawls. The process of reading these works and theorizing on the possible and likely connections between them is critical thinking. The critical reflection paper (4-6 pages) will only reinforce this.

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

Student will have the opportunity to choose many of the philosophers on their own, based on the direction of the term paper found in prompt #5. However, they will be guided by the instructor as to which authors and which works to read based on their proposal. In both papers (the Honors term paper and the critical reflection paper), the student will reflect on research strategies, processes, and ways of presenting political theory. Furthermore they will be documenting their work in MLA or APA style. Secondary sources will be recommended and analyzed based on the student's direction in the paper(s).

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

Many students who take Introduction to Political Theory express an interest in Political Science. Honors students will wind up conducting a bit of "Political Science" in this introductory course. First, if the student is interested in pursuing a career relating to these fields, this project will help and ask the student to explore some of the theoretical works of this great discipline. Second, their writings in this course will open the proverbial door to other works and sub-disciplines in Political Science: International Relations, Constitutional Law, Philosophy, etc. Third, it will help them understand and practice the role of critical research. The sooner they begin to conduct it the better their graduate school work will be. Finally, this honors option will give them the opportunity to work more closely with a mentor/professor. This again simulates their graduate school experience and allows student to explore their ideas in a personal and academic way.

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**(Psychology 234: Abnormal Psychology)**

**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.
  - a. Students completing the honors option in Abnormal Psychology will be expected to:
    - i. Describe the major conceptualizations of mental illness and the current state of treatment for 3 of 4 divisions of the DSM V. (Non-honors option students are asked to *identify* the major conceptualizations .)
    - ii. Identify and analyze the type (correlational or empirical) of psychological research conducted by published authors. (Non-honors students *define* the terms correlational and empirical; are presented with samples of each but are not asked to identify additional unlabeled examples.)
    - iii. Identify biases and assess their impact on the research and their own personal participation. (Non-honors students are asked to *recognize* the various biases in pre-sorted samples.)
    - iv. Produce a product, that encompasses written, oral, and visual components; which demonstrates their ability to effectively communicate psychological concepts to a diverse audience. (Non-honors students are required to produce a 5 paragraph literature review on a chosen topic. APA formatting is required for in-text citation and references. The student must also create 5 Powerpoint slides from their paper's content. )
    - v. Explain the relevance of understanding mental illness as it affects the workplace of a diverse selection of occupations. (Non-honors students are not assessed on this aspect.)
2. Describe how the option will strive for a high degree of student participation and involvement.

The honors student will be called upon to lead class discussions and provide a once weekly update on their independent research topic. The honors student will demonstrate personal initiative in scheduling library research/work trips, at least one of which must include the course instructor. The student will meet all deadlines and due dates for work assigned.
3. List the specific meeting dates, deadlines and tasks.

- The honors student will meet with the course instructor at least once every two weeks, to discuss progress on the research project, and to receive feedback on the additional supplementary reading.
  - Deadlines will be determined at the time of the Project Proposal Meeting: scheduled no later than the fourth week of class.
4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?
- a. The honors student will conduct a literature review on a topic within abnormal psychology. The student will then correctly identify the theoretical concepts underlying the research; explain the conceptual commonalities of the articles, and propose how the results can be used to influence future research, or society.
  - b. The honors student will be provided with additional readings; including case studies, empirical research, and correlational research. (Course instructor will choose appropriate materials based on the interest of the student.) With these readings the student will produce a written outline of the material, identifying the type of research it represents, the theoretical foundations it was built upon, any biases that may have affected the results, and an analysis of its contribution to the field.
5. Describe writing assignments and discuss how the course will foster critical thinking. The honors student will produce a written paper (5-8 pages in length), using APA format for citation. The paper will be a literature review on a topic relating to abnormal psychology. The paper must derive itself from at least 10 written primary source documents. Additional secondary sources, such as videos, or non-peer reviewed periodicals may be used.
- a. The honors student will create a Powerpoint presentation of no less than 8 slides which capture the essence of the written paper.
  - b. The honors student will present to the class the Powerpoint presentation. The student will be assessed on their ability to speak knowledgeably about their topic, dress and comportment.
6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.
- a. The conduction of the literature review will require a demonstration of knowledge regarding accessing appropriate primary and secondary sources through EBSCO, PsycInfo, and PubMed.gov. (One of the instructor meetings must take place in the library, to facilitate

this knowledge.) Documentation style is APA 6<sup>th</sup> Ed, as directed by the *APA Guidelines for the Undergraduate Degree in Psychology 2<sup>nd</sup>*. Primary source documents consist of peer reviewed published experiments. Secondary sources may consist of case study videos, documentaries, and or periodical articles that summarize an actual experiment.

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

This honors project option is designed to assist the dedicated student in achievement of a specific goal; namely the comprehension and application of the concepts related to general psychology and specifically abnormal psychology. Upon successful completion the honors student will have learned how to: locate peer-reviewed journal articles; identify the type of study conducted (correlational vs. empirical); identify and support with examples, their analysis of the applicability of the results to the field of psychology and society. Additionally, the honors student will demonstrate through written and oral examples, their ability to use research, critical thinking, and communication skills to present information of relevance and value to the field of psychology. The skills learned through this honors option, such as library research, exemplary writing skills, and oral communication will contribute the student's academic and professional future.