

HONORS COMMITTEE

Agenda

Monday, October 22, 2018
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	a. May 21, 2018 Meeting (attachment) b. September 24, 2018 Meeting (attachment)
III. Open Comments from the Public		
IV. Approval of Minutes	ALL	a. September 24, 2018 Meeting (attachment)
V. Old Business		
VI. Discussion Items		a. Honors Option Proposal (Ariel Tumbaga) (attachments) b. UC TAP/HTCC Meetings and Report c. Changing Honors Program Acceptance Requirements in Fall 2019
VII. Action Items		a. Honors Option Proposal – Spanish 110SS b. Honors Option Proposal – Spanish 210SS
VIII. Other Business		
IX. Adjournment		

HONORS COMMITTEE

Minutes Template

Monday, October 22, 2018
L-201
2:00PM

Type of Meeting: Regular

Note Taker:

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- PRESENT
 David L. Adams, Career Tech Education - PRESENT
 Susan Knapp, Counseling- ABSENT
 Health and Safety Sciences (Lori Walker)- PRESENT
 Angela Koritsoglou, Rhetoric & Literacy- ABSENT
 Kimberly Thomas, Library Representative- ABSENT
 Dr. Mark McGovern, Math Sciences Engineering – PRESENT
 Pavinee Villapando, Math Sciences Engineering- ABSENT
 Dang Huynh, Math Sciences Engineering- PRESENT
 Dr. Matthew Jaffe – Social and Behavioral Sciences- PRESENT
 John Vento, Ex-Officio- PRESENT
 TAP Representative
 Alpha Iota/ASO Representative

Items	Person	Action
I. Call to Order and Roll Call	TPD & VJ	Called to order at 2:05
II. Opening Comments from the Chair	T Palmetto Despain V Jennings	NONE
III. Open Comments from the Public		NONE
IV. Approval of Minutes	ALL	a. May 21, 2018 Meeting – approved 10/22/18 b. September 24, 2018 Meeting – approved 10/22/18
V. Old Business		NONE
VI. Discussion Items		a. Honors Option Proposal (Ariel Tumbaga) – Lots of excitement for Honors Spanish. There was discussion regarding why Spanish 101 was not included... Professor Tumbaga is the only full time faculty and there is concern that there are too many Spanish 101 course, and the rigor could be lost. Professor Tumbaga indicated that he would be fine with Honors SPAN 201 and 202 in addition to the Heritage Learner offerings. b. UCLA TAP/HTCC Meetings and Report UCLA TAP Certification continues to make a difference as 69% of TAP AVC students were accepted vs. 20% non-TAP. There was much

		<p>discussion regarding the level of rigor needed for transfer – 3.8 GPA is needed for STEM. Major prep continues to be a deciding factor for admissions. UCLA admissions is becoming more diverse. HTCC- Honors Co-Coordinator will type up notes from the meeting and send out to committee</p> <p>c. Changing Honors Program Acceptance Requirements in Fall 2019</p> <p>In light of AB 705 – there was much discussion regarding Honors Program admission at AVC. For Incoming Freshman, the majority of the committee agreed that HS transcripts showing completion of A-G requirements, current program HS GPA (3.5/3.8), and the completion of Algebra 2 in HS – should demonstrate college readiness and therefore make a good Honors Candidate.</p> <p>The issue is for current AVC students- 12 units of transfer level coursework completed with a GPA of 3.25, AND an added ADVISORY in application that student should complete ENGL 101 and Math 102 (or higher) before applying. We will revisit at the next meeting. John- What’s the harm of letting anyone who wants in to try. Mark- minor exceptions are the students who aren’t ready. Rae- Wanted Advisory in for completion of ENGL 101 and Math 102+.</p> <p>Mark- will bring the new Math Placement to the committee at our next meeting. There is talk of developing an Honors Math 110 course.</p>
VII. Action Items		<p>a. Honors Option Proposal – Spanish 110SS- APPROVED 10/22/18</p> <p>b. Honors Option Proposal – Spanish 210SS- APPROVED 10/22/18</p>
VIII. Other Business		<u>NONE</u>
IX. Adjournment		<u>2:59</u>

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.

(Spanish 110SS: Spanish for Heritage Speakers)

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

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

1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course.

Students will read extra 5 essays by Latin American, Mexican and Chicax theorists throughout the duration of the semester. Students will write a one page summary of each reading (in Spanish or English, depending on instructor and student needs).

Students will write an additional composition (5 pages in Spanish or 8 pages in English, depending on instructor and student needs) with thesis, and prepare a 10 minute presentation in addition to other essays and a class presentation assigned to the class. Centered on the themes of migration, race, and gender, the Honors Option assignment will complement existing coursework and give the student a deeper understanding of Latin American, Mexican, and Chicana history and culture.

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

The student will work beyond the recommended 15 hours of class and homework by reading, comprehending, and analyzing works dealing with cultural topics related to coursework. The student will also take time to meet with the instructor throughout the semester for discussions on Honors Option assignments. The student will have a more profound understanding of the topics covered in class, and will thereby be a more engaged participant. Proposed topics are highly relevant to issues important to Latin American and Latinx communities, and will therefore help foster a sense of cultural and historical continuity between the student and Latin America.

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

Schedule:

- Week 1: List of proposed topics provided to student.
- Week 2: Meeting to choose five essays and to discuss MLA style and the direction of the reading assignments. Discuss 10 minute presentation and 5-10 term glossary.
- Week 3: Meeting to discuss/assess essay 1 and to turn in summary 1.
- Week 4: Meeting to discuss/assess essay 2 and to turn in summary 2.
- Week 5: Meeting to discuss/assess essay 3 and to turn in summary 3.
- Week 6: Meeting to discuss/assess work essay 4 and to turn in summary 4.
- Week 7: Meeting to discuss/assess work essay 5 and to turn in summary 5.

- Week 8: Meeting to discuss/assess thesis and research sources. Thesis due.
- Week 9: Revised thesis and outline of 5 page paper with 3 potential academic sources due.
- Week 10: Student gives Presentation 2 with a 5-10 term glossary to class.
- Week 11: Meeting to discuss/assess work progress on 5 page paper.
- Week 12: (Optional meeting.)
- Week 13: 5 page paper due.

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

The readings will be centered on the themes of migration, race, and gender as a complement to existing course topics. Assigned readings may include José Martí (“Nuestra América”), José Carlos Mariátegui (“Siete ensayos de interpretación de la realidad peruana”), Manuel Gamio (*Forjando Patria*, sections), Octavio Paz (“Los hijos de la Malinche” and other essays from *El laberinto de la soledad*), Gloria Anzaldúa (“La prieta” and other essays), Cherríe L. Moraga (“La güera” and other essays), Yolanda Broyles-González (“Indigenizing Catholicism: Chicana/India/Mestiza Indigenous Spiritual Practices in Our Image”), and Edward Telles (“Phenotypic Discrimination and Income Differences among Mexican Americans,” “The Project on Ethnicity and Race in Latin America (PERLA)”), as well as Martínez Casas, Regina, Emiko Saldívar, René D. Flores, and Christina A. Sue (“The Different Faces of Mestizaje: Ethnicity and Race in Mexico”).

5. Describe writing assignments and discuss how the course will foster critical thinking. Students will write 1 page summaries of challenging theoretical readings. Students will develop an original thesis about one major topic related to reading assignments, which will be developed into a 5 page composition in Spanish (or 8 page in English-depending on the instructor and student needs) and a 10 minute presentation.

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

The student is required to include a Works Cited page and in-text citations in MLA style with a minimum of 5 sources, 3 of which must come from academic journals, books, or approved Internet sites.

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

This project will allow the student to gain a deeper foundational and critical understanding of specific topics of interest about Latin American, Mexican, and Chicana history and culture, and a more nuanced understanding of the Spanish language and Latin American/Latina cultures. The work will also foster tolerance, compassion and a sense of connection to other cultures. The student will also have the opportunity to share some discoveries with classmates during the presentation. Finally, students will gain knowledge often covered in advanced Latin American/Latina coursework.



Honors TAP Option by Contract Instructor Proposal

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(Spanish 110SS: Spanish for Heritage Speakers)

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

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- Option will require students to perform a case study, field experience, or other application.
- Option utilizes research methods including proper documentation for the discipline.
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1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course.

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Honors TAP Option by Contract Instructor Proposal

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

The student will work beyond the recommended 15 hours of class and homework by reading, comprehending, and analyzing works dealing with cultural topics related to coursework. The student will also take time to meet with the instructor throughout the semester for discussions on Honors Option assignments. The student will have a more profound understanding of the topics covered in class, and will thereby be a more engaged participant. Proposed topics are highly relevant to issues important to Latin American and Latinx communities, and will therefore help foster a sense of cultural and historical continuity between the student and Latin America.

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

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- Week 11: Meeting to discuss/assess work progress on 5 page paper.
- Week 12: (Optional meeting.)
- Week 13: 5 page paper due.



Honors TAP Option by Contract Instructor Proposal

4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?
The readings will be centered on the themes of migration, race, and gender, as a complement to existing course topics. Assignments also touch on the themes of diaspora as it pertains to identity, as well as nativism. Readings also allow students to examine indigenous-European race mixing (mestizaje) and Latin America's African roots (africanidad). Assigned readings may include José Martí ("Nuestra América"), José Carlos Mariátegui ("Siete ensayos de interpretación de la realidad peruana"), Manuel Gamio (*Forjando Patria*, sections), Octavio Paz ("Los hijos de la Malinche" and other essays from *El laberinto de la soledad*), Gloria Anzaldúa ("La prieta" and other essays), Cherríe L. Moraga ("La güera" and other essays), Yolanda Broyles-González ("Indigenizing Catholicism: Chicana/India/Mestiza Indigenous Spiritual Practices in Our Image"), Ilona Katzew (*Casta Paintings: Images of Race in Eighteenth-Century Mexico*, sections) and Edward Telles ("Phenotypic Discrimination and Income Differences among Mexican Americans," "The Project on Ethnicity and Race in Latin America (PERLA)"), as well as Martínez Casas, Regina, Emiko Saldívar, René D. Flores, and Christina A. Sue ("The Different Faces of Mestizaje: Ethnicity and Race in Mexico").
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6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.
The student is required to include a Works Cited page and in-text citations in MLA style with a minimum of 5 sources, 3 of which must come from academic journals, books, or approved Internet sites.
7. Overall, please describe how this honors option by contract project will benefit the honors student.
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(Spanish 210SS: Spanish for Heritage Speakers II)

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Honors TAP Option by Contract Instructor Proposal

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

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Honors TAP Option by Contract Instructor Proposal

4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?
The readings will be centered on the themes of women in culture, intellectuals and artists' social roles, Spanish cultural inheritance, and human rights, as complements to existing course topics. Assignments will allow students to explore the themes of Latin American feminism in contrast with Latinx feminism, and to explore indigenous women's forms of social power and resistance. Students may also explore the "Black Legend" of atrocities committed by Spanish Conquistadors and the myth of Spanish racial Whiteness. Additionally, readings allow students to study Southern Cone military regimes' brutal oppression against intellectuals and indigenous populations. Assigned readings may include Rosario Castellanos (*Mujer que sabe latín*, sections), Elena Poniatowska (*Juchitán de las mujeres*), Octavio Paz ("Los hijos de la Malinche" and other essays from *El laberinto de la soledad*), Norma Alarcón ("Traductora, Traditora: A Paradigmatic Figure of Chicana Feminism"), Gloria Anzaldúa (*Borderlands/La Frontera: The New Mestiza*, sections), Cherríe L. Moraga (*Loving in the War Years*, sections), Yolanda Broyles-González ("Indigenizing Catholicism: Chicana/India/Mestiza Indigenous Spiritual Practices in Our Image"), Fray Bartolomé de Las Casas (*La brevísima relación de la destrucción de las Indias*, sections), Américo Castro (*España en su historia*, sections), George Mariscal ("The Role of Spain in Contemporary Race Theory"), Rigoberta Menchú Tum (*Yo soy Rigoberta Menchú y así me nació la consciencia*, sections), Ariel Dorfman ("The Chilean State Today and the Intellectual"), Mario Benedetti (*El país de la cola de paja*, sections) y Eduardo Galeano (*Las venas abiertas de América Latina*, sections).
5. Describe writing assignments and discuss how the course will foster critical thinking.
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Honors TAP Option by Contract Instructor Proposal

7. Overall, please describe how this honors option by contract project will benefit the honors student. This project will allow the student to gain a deeper foundational and critical understanding of specific topics of interest about Latin American, Mexican, and Chicax history and culture, and a more nuanced understanding of the Spanish language and Latin American/Latinx cultures. The work will also foster tolerance, compassion and a sense of connection to other cultures. The student will also have the opportunity to share some discoveries with classmates during the presentation. Finally, students will gain knowledge often covered in advanced Latin American/Latinx coursework.