

HONORS COMMITTEE

Agenda

Monday, April 22, 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 (attachment)
V. Old Business		
VI. Discussion Items		A. Honors Convocation B. Subject Area Awards C. TAPS Certs D. Honors Committee Membership Structure (attachment)
VII. Action Items		A. Honors Proposals (5) (attachments)
VIII. Other Business		
IX. Adjournment		



Honors Committee Minutes

Monday, 4/22/2019

L-201

Time – 2:00-3:00 pm

Type of Meeting: *Honors Committee*

Note Taker: *Tamira Palmetto Despain*

Please Review: *Agenda, Minutes and Supporting Documents*

Committee Members:

Vejea Jennings, Faculty Co-Chair- Present

Tamira Palmetto Despain, Faculty Co-Chair- Present

Dr. Irit Gat, Division Dean- Absent

Rae Agahari, Arts & Humanities- Present

David L. Adams, Career Tech Ed- Present

Susan Knapp, Counseling- Absent

Lori Walker, Health & Safety Sciences- Absent **(Will be out in Spring- need name of proxy for Spring 2019)**

Angela Koritsoglou, Rhetoric & Literacy- Absent

Kimberly Thomas, Library- Present

Dr. Mark McGovern, Math Sciences Engineering- PROXY: DEB FEICKERT – Present

Pavinee Villapando- Math Science Engineering- Present

Dang Huynh, Math Science Engineering- Present

Dr. Matthew Jaffe, Social Behavioral Sciences- Present

John Vento, Ex-Officio- Present

TAP Representative- NA

Alpha Iota/ ASO Rep- NA

Items	Person	Action
I. Approval of Previous Minutes		No minutes were approved
II. Action Items	<i>All</i>	<p>Honors Options Proposals: CIS 111 & 113 & PHYS 110</p> <p><u>Issues Discussed:</u> Faculty Member was a No Show. Honors Option Proposal tabled.</p> <p><u>Action Taken:</u> None</p> <p><u>Follow Up Items:</u> Vejea will reach out to faculty members to reschedule.</p> <p><u>POLS 200 Honors Option Proposal submitted by Derek Carver:</u> <u>Issues Discussed:</u> Addendum needed for additional research. Option must be separated out from graded course content. The Option will be to have an additional Power Point presentation and Reflection submission (requiring more research). John Vento will work with</p>

		<p>Carver to develop a more generic Honor Option for future students.</p> <p><u>Action Taken:</u> Proposal approved for one student working on Honors Option this term (with addendum). More generic proposal will be reviewed by the committee at a later date for future Honors Option proposals.</p> <p><u>Follow Up Items: NA</u> Will need to review new generic proposal when available.</p> <p><u>ENGL 101 Honors Option Proposal submitted by Sawsan Farrukh:</u> <u>Issues Discussed:</u> The option was discussed. The committee suggested more specifics with regard to the “three extra writing assignments.” The rigor of the option was discussed and the committee liked the idea of an extra book that would explore course content in more depth.</p> <p><u>Action Taken:</u> Honors Option approved.</p> <p><u>Follow Up Items: N/A</u></p>
<p>III. Discussion Items</p>		<p><u>Issues Discussed:</u> Honors Convocation – May 10th 48 Subject Area Awards & 97 TAP Award. Vejea will send out a final faculty email for Subject Area Award winners to determine who will be attending. He will encourage faculty to reach out to their students directly. Vejea and Tamira will be meeting Michael (PAT) on Wednesday to discuss final arrangements. Vejea has food for the event covered. Nancy – working on RSVP Faculty will have 2 minutes for each student. Vejea will request speeches ahead of time. Also, Mark and John will help with this, and the Power Point for the event. Remind faculty that it is Standard 1. Rae will create a check-in list and hand out TAP awards at check-in. Get Rae the subject area award list as well. Vejea is working on the final list and nominating instructors (and speeches).</p>

Tamira will send out student emails encouraging TAP awardees to bring signs, invite friends and family. Business attire for the event. John will send email to Liz and Rachel for student photographs. Check-in will be at 7:30 am, all working committee members need to be at PAT at 7 am.

Kim and David will get student signatures back stage. Matthew will be in charge of recognizing Alpha Iota. Send email to board members – Vejea will do this. Transfer Center- need transfer numbers...

Action Taken:

Work Assignments given. See discussion.

Follow Up Items: NA

Issues Discussed:

Honors Committee Structure. Angela will be stepping down from the Honors Committee and Rachel Jennings will be joining out committee.

Once Matthew’s term ends, we can discuss recruiting new committee member for Social and Behavioral sciences.

Action Taken:

None

Follow Up Items: NA

NEXT MEETING DATE: (TBD)



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.

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(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.

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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.

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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 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 2nd 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 1st 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 18th, 19th, or 20th 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.