

# Honors Committee Meeting

Monday, September 26, 2016

L-201 - Conference Room

2:00 p.m. – 3:00 p.m.

Type of Meeting: Regular

Please Review/Bring: Agenda, Minutes

**Committee Members:**

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

**Guests:**

Dr. Bassam Salameh  
Dr. Matthew Jaffee  
Dr. Joseph Esiden  
Prof. Tino Garcia  
Prof. Kathleen Burnett

## AGENDA

Items	Person(s) Responsible	Action
<b>STANDING ITEMS:</b>		
I. Approval of Previous Minutes of August 22, 2016 (attachment)	All	
<b>DISCUSSION &amp; ACTION ITEMS:</b>		
II. <b>Fall 2016 Honors Option Proposal</b> Biology 202 – Esiden English 102 – Garcia Dance 101 – Burnett (attachment)	All	
III. <b>Honors Program Membership</b>		
IV. <b>Proxy for Senate</b>		
<b>NEXT MEETING DATE: October 31, 2016</b>		

# Honors Committee Meeting MINUTES

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

**Type of Meeting:** Regular  
**Please Review/Bring:** Agenda, Minutes

**Committee Members:**

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

**Guests:**

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

## AGENDA

Items	Person(s) Responsible	Action
<b>STANDING ITEMS:</b>		
I. Approval of Previous Minutes of April 25, 2016 (attached)	All	Minutes Were Approved
<b>DISCUSSION &amp; ACTION ITEMS:</b>		
II. <b>Fall 2016 Course Proposals</b> Com 101 – Reed Econ 102 – Ganley Eng 101 – Oliveira Eng 103 – Koritsoglou Eng 259 – Hoffer Geog 101 – Burd Hist 108 – Guillen Psyc 212 – Aviles Soc 101 – Ambartsumyan Eng 101 – Williams (sum16)	All	All Course Proposals Passed Unanimously
III. <b>Fall 2016 – Honors Options</b> Eng 103 – Williams Film & TV - North		Passed – Unanimously Passed - Unanimously
<b>NEXT MEETING DATE: September 26, 2016</b>		Honors Convocation – May 12, 2017



## Honors TAP Option by Contract Instructor Proposal

**Joseph Esdin, Ph.D.**

**Professor**

**Anatomy and Physiology**

**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.

**(Biol 202: General Human Physiology)**

**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.



## Honors TAP Option by Contract Instructor Proposal

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 student will be doing an extensive research on the digestive system and the cardiovascular system. One of the very controversial dietary topics is the concept of “healthy diet”. Nowadays, this is becoming an overused word where lots of diets overpromise and under deliver. I would like the student to research the pros and cons of high fructose corn syrup. Though the physiology of the systems is presented in the course, the student will be doing additional research on the use of fructose.**

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

**The student will be able to analyze research methods using most recent published articles. In addition, the student will learn how to research, analyze, interpret, and summarize research articles.**

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

**The student will deliver her research in the form of a 20-page paper. Students will meet with me every 2 weeks to discuss progress and to address any concerns. Meetings will occur on Weeks, 4, 6, 8, 10, and 12. Final paper will be due on 11/3/2016.**

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

**Student will read and analyze many research articles in order to have a good overview of the pros and cons of consuming fructose. Student will be able to look at research methodology and will be able to conclude what is considered a good scientific study and what is potentially a flawed study.**



### Honors TAP Option by Contract Instructor Proposal

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

**Student will write a 20-page paper about the topic. While researching, student will look at the benefits and harmful effects of fructose consumption.**

**Students will use at least 10 sources, of which at least half must be primary (peer-reviewed journal articles). References will be formatted in MLA format. For students interested in a career in science, learning to write scientific papers is an important academic skill that will have a tremendous advantage in her academic career.**

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

**Student will look at primary and secondary peer-reviewed published research articles.**

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

**Student will learn how scientific ideas are developed and experimentally proven. The honors option will benefit students because they will gain a better understanding and more in-depth exploration of the researched topic. In addition, students will become more engaged in the course and have the potential to become a more inquisitive student.**



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### English 102: Introduction to Literature and Critical Thinking

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.** For this English 102 Option, the student will conduct research, give two presentations on the research, and create a work of art that relates to a couple pieces of literature from the class. In English 102, the major assignments are: write a comparative analysis of two short stories; give a presentation (6-8 mins) about a poem (including a 2-3 reflection paper); and write a research literature paper (6-8 pages). The Option adds elements that other students do not have to do, and it extends and deepens a major assignment. The Option requires an extra presentation (10 mins) on a short story, and also the creation of a work of art. It extends the normal poetry presentation by requiring a longer presentation (25-30 mins) on an author's work (not just a poem), as well as more extensive research on the historical/cultural background of the poem and author. Furthermore, the written reflection on the presentation required is longer (4-5 pages) and requires reflection on the research process and MLA documentation (which the normal one does not).



## 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 do extra, outside research for the project driven by their own interest (i.e., art, poetry, and music) in the topic, will create an original work of art, and will also present these to the class. The creative work, research on secondary sources, and the public speaking components all demand serious student participation and involvement.

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

**9/8:** Student and professor meet to design the project.

**Week Four:** Student conducts research and prepares for first presentation.

**9/15:** Meeting to discuss first presentation; student presents outline of presentation

**9/20:** Student presents in class

**Week Six through Twelve:** Student conducts research and begins art work.

**11/10:** Meeting to discuss first presentation: student presents outline of second presentation, including sources, and of the work of art; professor gives guidance on research and presentation.

**11/15:** Student gives longer presentation in class.

**11/17:** Student turns in reflection paper on presentation.

**11/22:** Student and professor meet: professor gives student feedback on the presentation, the written reflection, the work of art, and the Option as a whole; student gives professor feedback on the experience and guidance offered to the student through the Option.

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

First, the student will give a presentation on the cultural context related to Baldwin's short story "Sonny Blues," informing students on the jazz and blues music of the time, which will both deepen and broaden the presenter's understanding of the story, as well as that of the whole class. This task will give the student additional and deeper practice using primary and secondary sources. Second, for the longer presentation on poetry, the student will have to engage a poem in a deeper way by creating a visual representation of it and discussing it with the class. Third, the poetry presentation will explore the cultural/artistic context of the Harlem Renaissance, as well as the other work of one of the poets (Langston Hughes): this presentation requires broader and deeper research into the critical contexts of a poem than other students will do. Fourth, as mentioned above, the student will do a longer critical reflection than other students on the poetry presentation,



## Honors TAP Option by Contract Instructor Proposal

which will have the student examine the works, but also their own thought processes, in a deep and broad way (more on this below).

5. **Describe writing assignments and discuss how the course will foster critical thinking.** As the above suggests, critical thinking is woven throughout the various assignments of the project. The reflection essay will require a metacognitive analysis and critical reflection on the student's work, their research process, and their public self-presentation. The project involves the student engaging various types of literature (short fiction, poetry, song) and then analyzing them with secondary sources, which requires multimodal analysis and synthesis of multiple texts. This will sharpen and cross-train their habits of mind: metacognition, creative thinking, communication clarity, responding with awe, applying past knowledge to new situations, thinking interdependently, thinking through the senses, etc. The critical thinking reaches deeper as the student also tries to apply or relate the subject matter to the creation of a work of art.

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

In the critical reflection essay on the poem presentation, the student will reflect on their research strategies, processes, and their way of presenting it, while documenting their sources in MLA style. As mentioned above, the student will examine primary and secondary sources related to a couple of key figures from the Harlem Renaissance era.

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

This project will benefit the student in several key ways. First, it will give enrich their appreciation of literature and art. Second, it will depend their understanding of the role of biographical/historical/cultural context and research in approaching literature and art. Third, it will hone their critical thinking and habits of mind (as explained above). Fourth, it enjoin them to explore and present their own interests and passions, but in an academic, self-reflexive, and critical fashion. Fifth, it will give them valuable practice in public speaking, which can also help build communication skills, as well as self-confidence and self-worth. Sixth, it will give them a chance to work one-on-one with a professor/mentor, exploring their ideas and exploring academic culture in a personal way, will serve them well as their academic career progresses.





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### DA 101: Dance Appreciation (Kathleen Burnett, Instructor)

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

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

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

Students will complete all the standard requirements of DA 101 which include: attending 1 live dance performance and writing a critical analysis paper; creating a theoretical dance piece of their own; viewing recordings of dance in class which are the subject of class discussions and written analysis in journals. Honors option students must also complete additional work in the following areas.

- Watch 2 additional full length dance pieces (live or recorded) and write journal entries with written analysis of these pieces.
- Research paper of 5 – 7 pages long with 5 or more sources (2 of which need to be primary sources from EBSCO/Discovery database and/or a nationally recognized dance publication). The student will select an area of interest as it relates to the history of dance and explore the development and evolution of the topic. The student must meet with the instructor to have the topic approved.
- Present a 10 minute oral presentation/class discussion on the research topic completed. The presentation must include a visual component such as a power point presentation, a video presentation, or visual art.



## Honors TAP Option by Contract Instructor Proposal

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

The honors option will allow students to explore in greater depth the historical background and evolution of a particular dance subject. The student will research and watch 2 additional performances (either live or recorded) relating to the subject. The student will prepare and present a 10 minute oral presentation sharing their acquired knowledge on the subject with the class.

A schedule of due dates for the successful accomplishment of these requirements is below:

Week 2 – Students meet with the Instructor to discuss topics of research and performances

Week 4 – Topic selection is finalized

Week 6 – Performances (either live or recorded) are selected and topics for Journal entries are determined

Week 8 – An outline of the research paper and Journal Entries are submitted

Week 10 – Students will submit a rough draft of research paper

Week 12 – Students will submit final draft of their research paper

Week 14/15 – Students will present their oral presentation in class

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

A schedule of due dates for the successful accomplishments of these requirements is below:

Week 2 – Students meet with the Instructor to discuss topics of research and performances

Week 4 – Topic selection is finalized

Week 6 – Performances (either live or recorded) are selected and topics for Journal entries are determined

Week 8 – An outline of the research paper and Journal Entries are submitted

Week 10 – Students will submit a rough draft of research paper

Week 12 – Students will submit final draft of their research paper

Week 14/15 – Students will present their oral presentation in class

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

Assignments for Honors option students will include, but not be limited to:

- Research and write a 5 – 7 page paper on a genre, company or artist of dance that shaped the evolution of dance history.
- View 3 performances (at least 1 must be live) and provide written analysis of the performance. In particular, how the student processed their own response to the performance in journal entries.
- Complete 4 exams with an average grade of B or higher.
- Complete a Creative Project, a theoretical creation of their own dance piece, with a grade of B or higher.
- Present their research to the class via an oral presentation with a visual component.



## Honors TAP Option by Contract Instructor Proposal

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

Written assignment will include

- Journal Entries, collected three times during the semester, include critical analysis and evaluation of 3 performances in terms of body language, technical ability of the dancers, choreographers intentions, storyline, etc.
- Research paper (5 – 7 pages) which fosters critical thinking as the student explores the significance of the subject matter to the evolution of dance.
- Oral Presentation to the class which fosters class discussion.

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

Students will be required to research their approved subject and write a 5 - 7 page paper. Sources will vary depending on the topic, but students must use at least two primary sources for research such as EBSCO/Discover database and a nationally recognized dance publication such as Dance Magazine; and 3 credible secondary sources such as dance blogs, journals or websites. Students will be expected to cite all sources and use the MLA format for bibliography.

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

This honors option will benefit the student because they will gain a greater depth and breadth of their particular subject of dance. Dance reflects the ideas, discourse, and aesthetic of a region and time. It embodies the atmosphere of life in any given moment or place. Through dance performances, research, reflection, and presentation, students will gain the ability to observe, analyze, clarify, and communicate their ideas to other students and the instructor. This will strengthen the student's interpersonal skills, speaking ability, and critical thinking. As dance is the only art form with the ability to incorporate all of the other art forms, students who study dance in depth are not just more engaged with dance, but with all art forms and how they impact our world.