

HONORS COMMITTEE AGENDA

Monday, May 22, 2017

L-201

2:00PM

Type of Meeting: Regular

Note Taker:

Please Review/Bring: Agenda Packet

Committee Members:

John Vento, Faculty Chair

Dr. Tom O'Neil, Division Dean

Susan Knapp, Counseling

Rae Agahari, VAPA Representative

Kathy Bingham, Kinesiology & VAPA Representative

Dr. Mark McGovern, MSE Representative

Pavinee Villapando, MSE Representative

Bassam Salameh, MSE Representative

Van Rider, Library Representative

Dr. Matthew Jaffe, SBS Representative

Zuleika Bravo

Shawnee Cummings

Guests:

Items	Person	Action
I. Call to Order and Roll Call		
II. Opening Comments from the Chair	J Vento	
III. Open Comments from the Public		
IV. Approval of Minutes	ALL	a. April 24, 2017 Honors Minutes (attachment)
V. Old Business		
VI. Discussion Items	J Vento	a. Honors Option: Photo 125 Professor Anthony Maher b. Honors Course: Psychology 101 Dr. David Lewis (attachment) c. Summer Honors Courses 2017 (attachment) d. Fall Honors Courses 2017 (attachment) e. Honors Scholar Language for Course Catalog (attachment)
VII. Action Items	J Vento	a. Honors Option: Photo 125 Professor Anthony Maher b. Honors Course: Psychology 101 Dr. David Lewis c. Summers Honors Courses 2017 d. Fall Honors Courses 2017 e. Honors Scholar Language for Course Catalog
VIII. Other Business		
IX. Adjournment		

Next Meeting: August 21, 2017

HONORS COMMITTEE Meeting MINUTES

Monday, May 22, 2017
L-201
2:00PM

Type of Meeting: Regular
Note Taker: Rae Agahari

Committee Members:

John Vento, Faculty Chair
Dr. Tom O'Neil, Division Dean - ABSENT
Susan Knapp, Counseling
Rae Agahari, Arts & Humanities Representative
Kathy Bingham, Kinesiology Representative - ABSENT
Dr. Mark McGovern, MSE Representative - ABSENT
Dr. Alexandra Schroer, MSE Representative - ABSENT
Pavinee Villapando, MSE Representative

Van Rider, Library Representative - ABSENT
Dr. Matthew Jaffe, SBS Representative
Angela Koritsoglou

Guests:

Dr. David Lewis
A Davis
Zuleika Bravo
Shawnee Cummings

Items	Person(s)	Action
I. Call to Order and Roll Call	J Vento	Meeting was called to order at 2:13 p.m.
II. Opening Comments from the Chair	J Vento	None
III. Opening Comments from the Public		None
IV. Approval of Previous Minutes of April 24, 2017	All	Minutes were approved
V. Old Business		None
VI. Discussion Items	J Vento D Lewis	<ul style="list-style-type: none"> a. Honors Option: Photo 125 – Maher J Vento presented Maher's Photo 125 b. Honors Course: Psychology 101 – Lewis D Lewis presented Psychology 101 c. J Vento presented Summer & Fall 2017 Honors Courses. d. J Vento presented "Honors Scholars" designation on AVC transcript starting Fall 2017. e. J Vento presented Honors Scholar Language for AVC Course Catalog.
VII. Action Items	All	<ul style="list-style-type: none"> a. Honors Option: Photo 125 – Maher – Passed – Unanimous b. Honors Course: Psychology 101 – Lewis - Passed – Unanimously c. Summer & Fall 2017 Honors Courses - Passed – Unanimously d. "Honors Scholars" designation on AVC transcript starting Fall 2017 - Passed – Unanimously e. Honors Scholar Language for AVC Course Catalog - Passed – Unanimously
VIII. Other Business		None
IX. Adjournment	J Vento	Meeting adjourned at 3.15 p.m.

Next Meeting August 21st, 2017



Honors Transfer Alliance Program Course Proposal

Course Number and Title: PSY 101 General Psychology

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

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

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

In addition to the traditional assignments and tests of a PSY 101 course, students will design and conduct an experimental (or non-experimental) research project. This will involve data collection and analysis, and will culminate in an APA formatted paper that details the previous research in this area, the methods used to collect the data, the results of the analysis, and a discussion of what these results mean with regard to the student's hypotheses. Students will also be present these findings during an in-class end-of-the-semester research seminar where all faculty and student will be welcome. A schedule of presentations will be disseminated prior to the seminar.

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

Students completing the honors research project will be required to work independently, or in small research teams (2-3 students) in order to design and conduct an original research study. This study will be conducted mostly outside of the classroom and will require the students to either observe the behavior of others or interact with them in a controlled setting. Numerous class sessions will include research workshop sessions wherein students can easily collaborate on this project. Depending on the nature of the study being conducted it will likely require numerous hours of observation in order for the students to collect an adequate amount of data.

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

At the beginning of this research project, and many times throughout, the students will be required to search through psychological science journals (both online and in the library) and read about previous research that has been conducted in the specific field they are interested in. These literature reviews will all them to learn more about the specific subject they are interested in and will also expose them to a wide range of psychological studies that have been published, which will help them to better define their research questions and think more critically about science in general.

At the end of the semester students will present their findings during a research seminar which will consist of a single class session. Students will have the option of producing either a poster or a talk,



wherein they will share their findings with the rest of the class. Semiprofessional attire will be encouraged, but not required. This will be an excellent way to get students to interact in a research setting and help them understand how psychological scientists interact in the real world.

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

Supplemental readings will consist entirely of scientific psychology articles published in peer-reviewed journals. Students will take full advantage of internet, and library resources, when conducting their literature reviews. They will be allowed to research any subject within psychological science that they find interesting and will receive instruction on the most efficient ways to do so. The majority of this reading will be completed early in the semester so that the students can complete the introduction/literature review section of their research papers.

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

None.

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

- General education requirement
 Major requirement
 Elective only



SUMMER 2017 HONORS COURSES

Biology 104 **MW 8:00 am - 9:20 am** **(Nisani and Vento)** **CRN 52468**

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 Nisani and Political Science Professor John Vento. Join us and become part of the solution.

English 101 **TR 3:30 p.m. TO 6:35 p.m.** **(Williams)** **CRN50129**

When your previous English teacher announced, "Take out your text," what came to mind? An anthology of Edgar Allan Poe's poetry? Hamlet? An English textbook? What if we broadened the idea of text to include the latest Hollywood blockbuster, an advertisement on a roadside billboard, a viral meme shared on social media, or the sleek design of the latest iPhone? In this class we will broaden the definition of "text" and discuss ways we can "read" those texts with an eye to critical thinking. From John Berger we learn that "The way we see things is affected by what we know or what we believe." Understanding our "positionality"—the idea that our race, family, cultural ideology, religion, gender, sexual orientation, knowledge/experience, etc. affects what we see and how we understand or "read" the world—is an important part of critical thinking and analysis. Come join me and learn to see and analyze the world as a text.

English 102 **TR 11:30 a.m. TO 2:45 p.m.** **(Professor S. Covell)** **CRN 52377**

English 102 is (Literature and Critical Thinking) is an introductory study of imaginative literature--particularly prose-fiction--with special emphasis on the interrelationships between various texts and critical thinking. Warning: Covell's English 102 is very dark, intense and not for the squeamish. In this class we will focus on Gothic literature, often labeled psychological fiction, embracing what British critic David Stevens labels *the gothic tradition*. *The gothic tradition* is found in literature throughout the Western canon (including *Hamlet* and *Frankenstein*) and features dark and grotesque environments (haunted houses, haunted hospitals, apocalyptic future worlds, wars), aberrant behavior (psychosis), violence (often perverse or *black comic*), the unknown nature of existence, and examinations of *the haunted individual*. We will focus primarily on short fiction, *The Turn of the Screw* by Henry James, *No Country for Old Men* by Cormac McCarthy and the film *Memento* directed by Christopher Nolan.

Political Science 101 **MW 11:30 a.m. TO 2:45 p.m. (Professor J. Vento)** **CRN 52080**

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 2012 and 2008 presidential elections, the war with Iraq, and the recall of Governor Gray Davis. We will also examine the terrorists' attacks of September 11th, the impeachment of President William Jefferson Clinton and *Citizens United* decision about money and speech. 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 **TR 8:00 to 11:05** **(Lewis)** **CRN 51603**

Want to learn about yourself? Of course you do. People spend every day of their lives trying to understand other people (and themselves), but unfortunately we don't always come to the right conclusions. Thankfully we have *SCIENCE*. In Psychology we use the scientific method to learn more about you, me, and everyone else. We try to predict, and in many cases control, human behavior and thought in order to learn more about the inner workings of the human mind and make the world a better place. The things you learn in this course have the potential to completely change your outlook on life for the better (*hopefully*) or at least give you a few tips on how to live your life and accomplish your goals more effectively. So please join me for a course on self-enlightenment through science.



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HONORS CLASSES
FALL 2017

Anthropology 101 / TR 12:30 - 1:50 (Wiewall) CRN 70050

Art 101 / TR 9:30 - 10:50 (Agahari) CRN 74713

Astronomy 101 / MW 8:00 - 9:20 (McGovern) CRN 70151

Chemistry 110 / TR 2:15 - 3:35 & W 2:15 - 5:20 & R 3:45 - 4:35 (Schroer) CRN 76521

Communication Studies 101 / Tuesday 3:45 - 6:50 (Dixon) CRN 73600

Economics 101 / MW 2:15 - 3:35 (Ganley) CRN 75197

English 102 / Tuesday 7:00 - 10:05 pm (Toth) CRN 76581

English 103 / MW 12:30 - 1:50 (Lowry) CRN 74913

English 222 / Wednesday 7:00 - 10:05 pm (Hoffer) CRN 76583

History 108 / TR 8:00 - 9:20 (Jaffe) CRN 75829

History 110 / TR 11:00 - 12:20 (Burns) CRN 76015

Mathematics 115 / MWF 11:00 - 12:10 (Villapando) CRN 76082

Philosophy 105 / Friday 8:00 - 11:05 am (Mendoza) CRN 75210

Political Science 101 / MW 9:30 - 10:50 (Vento) CRN 73078

Sociology 101 / Saturday 9:00 - 12:05 pm (Ambartsumyan) CRN 73416

Theatre Arts 101 / Monday 7:00 - 10:05 pm (Corona) CRN 75221



Fall 2017

Anthropology 101 TR 12:30 pm - 1:50 pm (Wiewall) CRN 70050

Welcome to Physical Anthropology 101! Ever wonder who we are and how we got here, and what's with these strange opposable thumbs? Ever wonder why the human species is so diverse? How can we share over 99% of our DNA with a chimpanzee? Does the Hobbit really exist? What anatomical and behavioral differences do we have from Neandertals? We will explore all of these questions and more in this course. The central focus of this class is the scientific study of human origins focused on the biological and cultural evolution of the genus *Homo*. We will cover the history, concepts, methods, and theory of biological evolution and adaptation and apply these ideas in a lecture and discussion setting. The philosophy of science and the scientific method serve as the primary intellectual foundations of this course. In addition, we will take a bio-cultural approach, studying humans in terms of the interaction between biology and culture in evolutionary adaptation. The field of anthropology helps us to understand so many important aspects of our world, such as population genetics, the biological significance of "race," the fossil evidence for human evolution, archaeological evidence for the origin of culture, and ethical issues in physical anthropology. Welcome to the human journey across space and time!

Art 101 TR 9:30 am - 10:50 am (Agahari) CRN 74713

What do *300* and *Clash of the Titans*, Luxor Hotel and Citadel Outlet Mall have in common? They are all based on ancient Greek, Egyptian, and Assyrian art. Hollywood, Las Vegas, and Disney relied on images from the past to fuel their visual commercial enterprises. In Art 101 Honors we will have the opportunity to examine ancient art works and their broader artistic, ethical, political, technological, and museological implications in contemporary society. For example, we will discuss how the recent war in Iraq affects art from the first civilization in the world and study the ongoing debates on the "Elgin Marbles." Who said ancient art is collecting dust in museums? These forms are reanimated, alive and well within our visual culture. NOTE: Students should be prepared to go on two museum field trips outside of scheduled class time.

Astronomy 101 MW 8:00 am - 9:20 am (McGovern) CRN 70151

What is the fate of humanity? What opportunities exist for human deep space exploration? Are we alone in the universe? These are some of the many thought-provoking questions that we will approach scientifically over the course of the semester. Honors Astronomy offers beneficial aspects that you don't find in a standard section. Smaller class size ensures a richer, more fulfilling classroom interaction and opportunity for discussion. Also in this course, a greater emphasis is placed on methods of scientific research, and we will cover in more detail some of the most amazing astronomical findings. In fact, each student will have the opportunity to analyze one of the many exciting frontier topics in modern astronomy. **Prepare to boldly go where few Honors students have gone before!**

Chemistry 110 TR 2:15 - 3:35 pm & W 2:15 - 5:20 pm & R 3:45 - 4:35 pm (Schroer) CRN 76521

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 are. We will practice thinking critically and will determine to what extent chemistry really controls our lives. We will use an inquiry-based curriculum



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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!

Communication Studies 101 Tuesday 3:45 pm - 6:50 pm (Dixon) CRN 73600

The art of public speaking is not just a learned skill. It is way of life and modern necessity. The success of our professional and social interactions depends on the ability to influence an audience, organize our message, and provide evidence for our claims. This course will provide the knowledge and practical skills that are crucial to be an effective and impactful public speaker. We will discover how to not only overcome speech apprehension, but also learn how to harness this fear and use the energy to master the art of public speaking. When you have the tools for success, there is no limit on your potential.

Economics 101 MW 2:15 pm - 3:35 pm (Ganley) CRN 75197

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 pm - 10:05 pm (Toth) CRN 76581

Reduce, reuse, recycle—a common phrase in today's environmentally conscious world, but for decades writers and filmmakers have been going green by revisiting, reimagining, and repurposing earlier texts that have served as a source of inspiration. In this literature-based critical thinking course, we will explore the connections between selected films and literary texts, attempting to identify themes vital to the human condition, which make these works both timeless and universal. We'll examine the various iterations of itinerants struggling to return home as we ask, "O Homer, Where Art Thou?" We will also witness Woody Allen depend on the kindness of Tennessee Williams and other strangers in *Blue Jasmine*. Finally, known to cadge storylines from other sources, Shakespeare is one upped as we examine the different cinematic permutations of the Bard's theatrical farewell, *The Tempest*. During our analysis of film and literature, students will study a variety of critical perspectives and will consider how these literary connections influence subsequent texts, as well as illuminate earlier works. In addition, as this is an Honors-level course, students will be expected to utilize advanced critical thinking, writing, reading, and research skills, as well as demonstrate appropriate use of literary theory and film studies terminology.

English 103 MW 12:30 pm - 1:50 pm (Lowry) CRN 74913

This course in critical reading, writing, and research will give students a taste of the kind of independent research process they will be expected to engage in as graduate students—where they design their own research question from within their major, make a proposal to their research director as to how they intend to do the research, do the research, and write an academic paper in the format and style of their discipline. Along the way, students will learn to do research beyond the library—in the field, through surveys and interviews, and



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even, perhaps, in the laboratory. The class will also include a series of stylistically challenging readings, and require students to engage with them both in terms of content and style. As a result of these activities, the student should come out of the class as a much more confident and sophisticated writer.

English 222 **Wednesday 7:00 pm - 10:05 pm** **(Hoffer)** **CRN 76583**

In this Honors installment of American Literature, 1865 - Present, Mark Hoffer and History instructor Noah Stepro will team up to look at American culture from the Civil War to Civil Rights (1960s and after), focusing on the theme of the haunted and the unresolved. Along with amazing literary, filmic, and photographic works, the course will include a recent critical study, *Ghostland: An American History in Haunted Places*, as a major text for discussion and analysis. Hawthorne, Poe, Dickinson, Whitman, Eliot, Fitzgerald, Faulkner, Hemingway, Hansberry, Plath, and so many more voices and perspectives will enliven this foray into the American (un)consciousness, or, as the narrator of *The Great Gatsby* puts it, “the dark fields of the republic.”

History 108 **TR** **8:00 am - 9:20 am** **(Jaffe)** **CRN 75829**

Circle up, please, because we are going to debate important issues in U.S. history. How did women get the right to vote? Why is an understanding of racial issues crucial to an understanding of American history and identity? What really went on in Vietnam? We will even look at who killed Kennedy...*any* Kennedy. Join Dr. Matthew Jaffe for group work, oral presentations, punning, and take-home papers to learn about the last century of this country’s history. No laundry lists of facts, no in-class tests, just sharp, stimulating discussion. What’s more, this class fulfills the American History and Institution requirement for CSU and UC.

History 110 **TR** **11:00 am - 12:20 pm** **(Burns)** **CRN 76015**

Imagine taking an afternoon stroll through your home town, observing friends and family going about their everyday chores, careers, hobbies, and games. Standing on the perimeter of this peaceful scene, you are suddenly knocked out cold. Coming to, with a bag over your head, you find that your feet are chained to others. Stumbling through the countryside, you are completely confused and disoriented. When the bag is finally removed, you find yourself in a strange fortress, with hundreds of strangers who do not speak your language, all looking out upon a vast body of water. This was the experience of millions of Africans, prior to being transported in a tight-packer to the New World. The history of the African American Experience is a story of European hegemony in Africa and the New World, involving the tragic separation of millions of Africans from their homeland and families—along with the creation of America’s “Peculiar Institution” of slavery. Their struggles, suffering, adaptation, and survival have been recorded in their blood, sweat, and toil, on plantations large and small, throughout the American South. In this Honors course, we will explore their journey and history in-depth, in seminar-style discussion. *Be prepared to be disturbed!*

Mathematics 115 **MWF** **11:00 am - 12:10 pm** **(Villapando)** **CRN 76082**

If ten monkeys flip ten coins in the air 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 am - 11:05 am** **(Mendoza)** **CRN 75210**



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Mark Twain once reimagined the 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 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 am - 10:50 am (Vento) CRN 73078

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 terrorists’ 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 Saturday 9:00 am - 12:05 pm (Ambartsumyan) CRN 73416

What is *intersectionality* and how does it impact who you are and how you experience the world around you? 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!

Theatre Arts 101 Monday 7:00 pm - 10:05 pm (Corona) CRN 75221

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 lives. Through engaging and reflective assignments, discussions and analysis of theatre,



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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!

Honors Transfer Alliance Program (TAP)

The Honors Transfer Alliance Program (TAP) offers a series of specially designed classes and contract options for motivated, academically outstanding students. The program stresses writing, research, and critical thinking skills.

There are two types of Honors courses: Honors classes and Honors options.

- Honors classes are only available to Honors students and have a small class size.
- Honors options allow Honors students to do research in more depth and breadth within a regular course.

Several core courses, designed to meet transfer requirements, are offered over a two-year schedule with a number of Honors classes and Honors contracts offered each semester. Students who complete at least six Honors classes/contracts (three must be classes) and other program requirements are recognized as Honors TAP graduates during the annual Honors Convocation.

Students who graduate from the Honors Transfer Alliance Program may receive priority consideration for admission to different UCs and CSUs, such as the University of California at Los Angeles (UCLA), University of California at Irvine (UCI) and California State University, Fullerton.

Additionally, Honors students who complete a minimum of six Honors courses (three must be Honors classes) and earn an Associated Degree (AST, AAT, AA or AS) with a 3.25 GPA or higher receive a designation of “**Honors Scholar**” on their transcripts.

Eligibility for and enrollment into the Honors Transfer Alliance Program include the following:

1. Completed application returned to the Honors Coordinator
2. Transcript(s) attached as follows:

Post-High School Eligibility

Un-weighted cumulative 3.5 GPA (Grades 10-12)
SAT score recommended

AVC Grades Eligibility

3.25 GPA in 12 or more transferable academic units

3. Eligibility for ENGL 101 and MATH 102
4. Approval from the Honors Coordinator



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.

PHTC125: Beginning Digital Photography

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 wishing to do the honors option will be required to complete create a cohesive photographic body of work that revolves around one idea that deals with contemporary issues, as well as write a five page minimum artist thesis statement about the work. While working on these the student must meet to have progress critiques, and to discuss developments and research on the thesis paper. Honor students will be required to research contemporary and historical artists and art theory to reference for their thesis statement.

2. Describe how the option will strive for a high degree of student participation and involvement. Honors students will have to meet out of class time to discuss progression of both the photographic project as well as the thesis paper. They will be expected to have new work for each meeting, and new sources and references to discuss. Students will be required to present they project to the



Honors TAP Option by Contract Instructor Proposal

class halfway through the semester to receive a critique from their peers as well. Honor students will again present their work to the class at the end of the semester

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

Week 2: Meeting for student to present a written proposal for semester long photo project, complete with references and sketches. Finalize artist(s) for reference to research for thesis paper.

Week 4: In-progress meeting. Student must also be ready with rough prints to present to the class for critique, and must also have a rough draft of an artist statement for the class to read. Student is to be ready with an outline, statement of intent and must also have all sources that they plan to use for their thesis paper.

Week 6: Student is to present a written reaction to the in class critique. All images intended to be a part of the photographic project must be ready for print. Rough draft of thesis paper due, and will be discussed with regards to any information that may be added or edited.

Week 8: Student must present their final project to the class complete with 15 – 20 professionally present prints for critique. They must also read a synopsis of their artist thesis to the class. Student will then meet one on one after class to discuss the final outcome of the project, as well as their reaction to the class's critique of their work. All work and paper is due at this time.

4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?
The honor student is expected to shoot photographs that deal with a contemporary issue. This will require the student to research other artists whom have dealt with the same issue, as well as other outside sources to support their thesis. Students will also have to edit, print and formally present their images.
5. Describe writing assignments and discuss how the course will foster critical thinking.
Honor students are expected to turn in progress papers while working on their thesis statement at each established meeting. At these meetings the student is required to have additional information written, as well as any corrections or rewrites. This will require the student to find sources outside of the classroom and will encourage critical thinking as well as problem solving skills.



Honors TAP Option by Contract Instructor Proposal

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

This project will require the honors student to write a five-page minimum thesis paper. The student must research and document information that support their idea

7. Overall, please describe how this honors option by contract project will benefit the honors student. Students wishing to do the honors option in beginning digital photography will have the opportunity to use photography to make a more in depth body of work, obtain an increased awareness of conceptual ideas and the skill of being able to write clearly about the work they are creating. They will have the opportunity to work closely with the instructor and learn from their experiences.