

# HONORS COMMITTEE AGENDA

Monday, February 12, 2018

L-202

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

Angela Koritsoglou, RL Representative

Rae Agahari, AH Representative

Kathy Bingham, HSS Representative

Dr. Mark McGovern, MSE Representative

Pavinee Villapando, MSE Representative

Vacant, MSE Representative

Dr. Alexandra Schroer, MSE Representative

Dr. Matthew Jaffe - SBS Representative

CTE Representative - **VACANT**

Library Representative - **VACANT**

TAP Representative - **VACANT**

Alpha Iota/ASO Representative - **VACANT**

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. December 4, 2017 Honors Minutes (attachment)
V. Old Business		
VI. Discussion Items	J Vento	a. Honors Options Proposals b. Math 150 PMcLoughlin c. Music 105 GHeaton-Smith d. Intersession Update e. Math 115 Honors Class f. UCLA TAP g. Honors Convocation: Friday, May 11
VII. Action Items	J Vento	a. Math 150 PMcLoughlin b. Music 105 GHeaton-Smith
a. Other Business		
b. Adjournment		

**Next Meeting: Monday, February 26, 2018**

# HONORS COMMITTEE MINUTES

Monday, February 12, 2018  
L-202  
2:00PM

**Type of Meeting:** Regular  
**Note Taker:** Mark McGovern  
**Please Review/Bring:** Agenda Packet

**Committee Members:**

John Vento, Faculty Chair  
Dr. Tom O'Neil, Division Dean  
Susan Knapp, Counseling - **ABSENT**  
Angela Koritsoglou, RL Representative - **ABSENT**  
Rae Agahari, AH Representative  
Kathy Bingham, HSS Representative - **ABSENT**  
Dr. Mark McGovern, MSE Representative  
Pavinee Villapando, MSE Representative  
Vacant, MSE Representative - **ABSENT**  
Dr. Alexandra Schroer, MSE Representative - **ABSENT**  
Dr. Matthew Jaffe - SBS Representative  
CTE Representative - **VACANT**  
Library Representative - **VACANT**  
TAP Representative - **VACANT**  
Alpha Iota/ASO Representative – **VACANT**

**Guests:** Van Rider, Peter McLoughlin, Gary Heaton-Smith

Items	Person	Action
I. Call to Order and Roll Call		<b>Meeting was called to order at 2:12pm.</b>
II. Opening Comments from the Chair	J Vento	<b>None</b>
III. Open Comments from the Public		<b>None</b>
IV. Approval of Minutes	ALL	December 4, 2017 Honors Minutes (attachment) - <b>APPROVED</b>
V. Old Business		<b>None</b>
VI. Discussion Items	J Vento	<ul style="list-style-type: none"> <li>a. Math 150 PMcLoughlin Honors Proposal</li> <li>b. Music 105 GHeaton-Smith Honors Proposal</li> <li>c. Intersession Update <b>Over 90 students were recruited into the Honors Program over the intersession.</b></li> <li>d. Math 115 Honors Class <b>This was scheduled as an honors course by accident instead of a standard course with an honors options. The class filled without affecting the enrollment of other honors courses in the same time slot.</b></li> <li>e. UCLA TAP – <b>Currently in progress</b></li> <li>f. Honors Convocation: Friday, May 11</li> </ul>
VII. Action Items	J Vento	<ul style="list-style-type: none"> <li>a. Math 150 PMcLoughlin - <b>APPROVED</b></li> <li>b. Music 105 GHeaton-Smith - <b>APPROVED</b></li> </ul>
a. Other Business		<b>None</b>
b. Adjournment		<b>Meeting was adjourned at 2:39 pm.</b>

## 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.

### Math 150: Calculus 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.

Any student interested in doing an honors option must score 85% or higher on the first exam. Each honors student will be required to do a research project on a chosen topic. By week six, each honors student will have chosen a project. The research projects will be chosen so as to supplement what the students are learning in the main course. Each student will be required to present and defend their work several times. At week thirteen students will write up their research findings.

Here are some examples of research projects:

Different proofs and applications of the chain rule;

Some nontrivial epsilon-delta proofs;

Why radians are preferred over degrees when using trig functions in calculus;

A history of the epsilon-delta limit definition in Calculus;

Applications and history of implicit differentiation;

Examples of functions that are not Riemann integrable;

Proof that every continuous function on a closed interval is Riemann integrable;

## Honors TAP Option by Contract Instructor Proposal

A direct proof of the power rule for rational numbers;  
A history of the natural logarithm;  
A history and proof of L'Hôpital's rule;  
Proofs of the Extreme Value Theorem;  
Investigations with Newton's Method;  
Some proofs involving the Mean Value Theorem;  
Proof of the Mean Value Theorem for Integrals;  
A look at some interesting Putnam exam questions;  
A history and applications of Hyperbolic functions;  
Applications of calculus in the student's field of study;

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

Weeks 7-12: Each week every honors student will give a brief presentation of their research findings. During the presentation I will ask questions and give suggestions and advice for further research.

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

Students will be responsible for doing their own independent research each week which they will be required to present and defend. Students will also be required to read at least two peer-reviewed books or articles related to their research project.

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

Weeks 13-14: Students will write up the results of their research findings using LaTeX (a high-quality typesetting system that is the de facto standard for the communication and publication of scientific documents).

Each student's presentation should get sharper every week as they reflect on and find ways to improve their previous week's presentation. The act of reflecting on and trying to improve will naturally foster critical thinking skills in each student.

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

Weeks 7-12: Students will conduct independent research each week.

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Students will be required to find, and read, at least one peer reviewed article using **JSTOR** (a digital library of academic journals, books, and primary sources). They will then be required to use the article's reference list to find another article (or book) to use in their research project.

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

By researching topics in mathematics, students will gain a deeper understanding and appreciation of the logical process involved in developing mathematical ideas. Moreover, by having multiple opportunities to present and defend their work they will develop better presentation and critical thinking skills. A goal of this honors option is to dispel any student perception that mathematics is just a bunch of symbols and procedures to be memorized and applied by rote.



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**(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.**

This honors project will require students to examine the intersection of Western Art Music and folk music outside of the western idiom. The research paper required by regular MUS 105 students is a 1250-1750 word (5-7 page) research paper examining a style/composer/artist not extensively covered in class. Honors students will write a 2000-2500 word (8-10 page) that examines three (3) Western Art Music composers who use folk music of three (3) different regions in their works (e.g. Bartók in Hungary, Stravinsky in Russia, Copland in America). The student will then trace the folk tunes to best understand the historical and cultural implications of this intersection, ideally landing on newly drawn conclusions on the “ethnocentric lens” (a main theme in MUS 105). As part of this in-depth study, honors students will research articles and interviews found in established Western Art Music and world music publications, listen to recorded works that tie in with their project subject, and include visual



## **Honors TAP Option by Contract Instructor Proposal**

observations via internet and multimedia sources to substantiate their final conclusions and as part of a 20 – 25 minute oral presentation at the end of the semester. Regular MUS 105 students give a 5 – 8 minute presentation.

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

Students are encouraged to start their projects early because of the due dates listed in Item 3. I expect students to engage in regular discussions in class based on the findings of their research projects, much of which brings depth and complexity to our regular class discussions. Lastly, the depth of this project will require additional research tools from those generally required in community college research projects; the students and I will need to meet regularly to make sure they have the tools in place to succeed.

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

Week 5: Research Topic Proposal due

Week 9: Annotated Bibliography due

Week 14: In class student conferences

Week 15: Research Paper due, Research Presentations commence

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

As stated in Item 2, the depth of this project will require additional research tools from those generally required in community college research projects, including access to legitimate musicology and ethnomusicology journals, recordings, and interviews. The book Ethnomusicology: A Contemporary Reader (ed. Jennifer C. Post) is not required for the class (it is a graduate-level book) will be valuable to the student in providing additional depth that our class text does not offer. Other sources, like the Smithsonian Folk Music Archive, will also be explored to provide numerous recordings directly related to the subject.

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

The 2000-2500 word (8-10 page) research paper, including title page, abstract, citations, and references (not included in the 8-10 pages), will address the historical and cultural lineage for specific pieces in each of the three Western Art Music composers' repertoire. An



## **Honors TAP Option by Contract Instructor Proposal**

intrinsic objective in MUS 105 is to use music to look at cultural phenomena and begin dissolving ethnocentric attitudes; this project will enhance that objective by framing a discussion about the complexities of cultural relationships and our general understanding of the “ethnocentric lens.”

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

The benefit of studying canonic Western Art Music composers as a vehicle for examining folk music is that many seminal resources have existed in print for decades and are easily accessible through the library or interlibrary loan. Other resources—like the Smithsonian Folk Music Archive—have access online. Furthermore, many of the composers who used folk music were alive in 1900s, meaning many primary sources are available and accessible.

The paper will need to be in Chicago style, as typical of fine arts research papers. Regular MUS 105 students are required to have at least five sources (textbook, at least one other book, at least one journal article). I expect the honors project to have at least ten sources (textbook, at least two books, at least two journal articles, at least two multimedia sources). This paper will be submitted through Turnitin on Canvas. The presentation—which requires three different multimedia components (visual, interactive, and audio)—will also need to contain a bibliography.

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

As stated previously, an intrinsic objective in MUS 105 is to use music to look at cultural phenomena and begin dissolving ethnocentric attitudes. This project will enhance that objective by framing a discussion about the complexities of cultural relationships and our general understanding of the “ethnocentric lens.” To be reductive, we use music as a vehicle to discuss extraordinarily heavy and thought-provoking issues, mostly revolving around cultural differences and learning to become an informed consumer of information (including cultural or entertainment-based information). This option will help honors students become increasingly tolerant and understanding of difference, as well as help shape a positive outlet (research) for that understanding.