

Honors Committee Meeting Minutes

Monday, 1/22/2020
UH 223 (ANTH Lab)
10-11:30 am

Type of Meeting: *Irregular*

Note Taker: *(Tamira Palmetto Despain)*

Please Review/Bring: *(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- Absent
 David L. Adams, Career Tech Ed- Present
 Susan Knapp, Counseling- Present
 Elinda Parkinson, Health & Safety Sciences- Present
 Dr. Rachael Jennings Tafarella, Rhetoric & Literacy- Absent
 Linda Parker, Library- Present
 Dr. Mark McGovern, Math Sciences Engineering- Absent
 Pavinee Villapando- Math Science Engineering- Present
 Dang Huynh, Math Science Engineering- Present
 Dr. Matthew Jaffe, Social Behavioral Sciences- Present
 Dr. Darcy Wiewall – At Large- Present
 VACANT – At Large
 John Vento, Ex-Officio- Absent
 VACANT -TAP/Alpha Iota Representative- NA
 ASO Rep- Jahlen Pinelo- (Proxy- Cameron Zappetta – Present)

Items	Person	Action
I. Approval of Previous Minutes	All	NA
II. Discussion: Subject Area Award Criteria	All	<p><u>Issues Discussed:</u> <i>Area 3 “Deans number submit the following information:” The committee as a whole did not like the all CAP for the bulleted criteria. Would like it bolded and not capped.</i> <i>One Subject Area Award per student – Period. Students may not win multiple years or multiple awards. This will be added to the language under Requirements – Conditions: “Students may receive only one Subject Area Award while attending AVC.”</i></p> <p><u>Action Taken:</u></p>

		<p><i>Further revision will be discussed at the next regular meeting, scheduled for 2/24 at 2:30 pm. If consensus is reached, then a vote will be taken.</i></p> <p><u>Follow Up Items:</u> <i>Move vote to March meeting if needed.</i></p>
<p>III. ACTION ITEM: Honors Proposal for Honors 107, Noah Stepro</p>	<p><i>All</i></p>	<p><u>Issues Discussed:</u> The proposal was reviewed and the committee overall, was in favor of the proposal. There was discussion regarding “sutori.com” which Professor Stepro uses for his courses, for creating collaborative projects and timelines. The Honors course will keep with the regular COR for HIST 107. Some of the differences will be that the course will be taught in a seminar style with a focus on discussion. The material will go “deeper,” and the Honors students will be responsible for an individual timeline project. This in addition to the collaborative class timeline project in Sutori.com. In terms of written work, students will be required to create a written work, “like a paper,” where they follow a “thread,” of the course and follow it through the entire course. Examples would be “fashion, culture, etc.” Honors students will be expected to make a presentation for their portion of the Timeline. Honors students will be expected to have Primary sources (more in depth) for their work. Some adjustments that were requested: 1) Add “source citation,” to number 3, under the “Timeline.” There was concern that students creating these online Timelines may not source their information.</p> <p><u>Action Taken:</u> <i>Committee approved proposal on condition that Adjustment 1 would be made to the syllabus.</i></p> <p><u>Follow Up Items:</u> NA</p>
<p>Adjournment</p>		<p>Next Regular Meeting: 2/24/20 at 2:30 in L201</p>



MEMORANDUM

DATE: February 26, 2019

TO: Deans, Directors, Faculty

FROM: Ed Knudson, President
Vejea Jennings, Honors Co-Coordinator

SUBJECT: NOMINATIONS FOR SUBJECT AREA AWARDS AT HONORS CONVOCATION

The following are directions for submitting nominations for Subject Area Awards:

1. Nominations for outstanding student academic achievement in subject areas and/or divisions must be made no later than the close of business on **Friday, March 29, 2019**. Faculty – please forward all nominations to your Dean for approval. Once approved, your Division Admin will submit nominations electronically using this link: [2018-19 Subject Area Award Nomination](#).
2. Attached are the Subject Area Award guidelines developed by the Honors Committee. Questions regarding these guidelines should be directed to Vejea Jennings: vjennings@avc.edu, Office Extension 6710.
3. Deans must submit the following information:
 - STUDENT NAME/NOMINEE
 - STUDENT ID# (900)
 - SUBJECT AREA AWARD/MAJOR
 - STUDENT ADDRESS
 - STUDENT EMAIL ADDRESS
 - GPA
 - NOMINATING INSTRUCTORS
 - COURSES IN SUBJECT AREA

Subject Area Award winners will be notified via e-mail soon after they are established, followed by an invitation mailed to their home.

4. During the week of April 1 - 5, 2019 a special bulletin will be distributed to all faculty stating those selected for Subject Area Awards.
5. The Academic Senate Office will process the Certificates of Outstanding Scholastic Achievement for presentation by the nominating instructor at the Honors Convocation, which will be held on **Friday, May 10, 2019 from 8:00 a.m. to 10:00 a.m. in the Performing Arts Theatre.**

****SEE REVERSE SIDE FOR REQUIREMENTS****



Subject Area Award Requirements

The following apply for all Subject Area Award Recipients from all campus divisions.

Each recipient must fulfill the following:

1. Receive at least TWO instructor nominations.
2. Complete at least THREE courses in the relevant subject area.
3. Maintain a grade average of at least 3.5 in the relevant subject area and an overall grade average of at least 3.0 for all course work.
4. Have attended AVC for at least ONE year.
5. Complete or in the process of completing 60 or more units of college course work directly related to one of the following goals: AVC Certificate, AVC Degree and/or Transfer Readiness.
6. Must maintain good standing per AVC student code of conduct.

Conditions: There should be no more than one recipient for each area; however, if two or more students are very close in the above factors, they may all receive awards. The faculty of each division will work with the dean to determine the subject areas for each department.

Exceptions: There may be areas in which the above requirements are not totally practical. The following may be exceptions to the standard requirements (in such cases consultation between the relevant division and the Honors Committee is required):

- Areas in which there may be only one instructor who can nominate students.
- Disciplines in which the three-course minimum is impossible to achieve. In such cases, at least 9 units worth of credit in the relevant subject area could be seen as satisfactory.
- Areas in which the 3.5 GPA is almost impossible for students to achieve. In such instances, top-scoring students should be selected.

NOTE: While the above standards should remain consistent campus-wide, separate divisions may wish to focus on special requirements unique to their departments. Some examples of such requirements might be attendance at seminars, outstanding sportsmanship, or completion of some special project.

HISTORY 107 HONORS PROPOSAL, STEPRO, Noah

Course Number and Title: History 107 Honors: 1607-1877 – 10603

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 (including it at the end of this document)

In History 107 Honors, we begin our study of American history by broadening the scope to include material prior to 1607 by framing our investigation at the beginning of human migration, the life and culture of native indigenous cultures and civilizations, and the broader African, Asian and European contexts. The HONORS version of this course varies by spending extra time exploring HUMAN ORIGINS, philosophical and RELIGIOUS TRADITIONS, POLITICAL INTRIGUE and CULTURAL INTOLERATION.

The major sections are broken down chronologically:

- Section 1 (Beginnings-1607): Exploration – Humanity Before 1500
- Section 2 (1607-1763): Colonization – From Empirical Subjects to Unified Citizens
- Section 3 (1763-1800): Revolution – Rebellion and New Government
- Section 4 (1800-1856): Industrialization – Technology Changes Slavery
- Section 5 (1856-1865): Abolition – Reckoning the Past with the Present
- Section 6 (1865-1877): Reconstruction – Putting the Nation Back Together

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.

By using a purely chronological approach, our course work focuses on building a comprehensive timeline by working through material sequentially. This empowers the students with directing the course materials/discussions by making our learning largely curiosity driven. The lecture material is presented in an ebb and flow manner consistent with customized learning and the discussion seminar will be largely student driven.

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?

TIMELINE: To complement our chronological pedagogy, we will collectively assemble an in-depth timeline centered around a digital outline I provide for the course. Students will be required to work together by discovering, researching and curating historical material and demonstrate comprehension by interrelating the diverse items covered in our project. This develops reasoning skills while students identify cause and effect. This is where students

demonstrate their critical thinking and writing skills. Every item they add is required to be well written and cohesive with the rest of the material and engaging with unique presentation. At the end of the semester, students will Present their top 2 or 3 contributions over the term, elaborating on why they found these things so engaging and important.

CLASSNOTES: One unique form of student participation is the use of collaborative writing of class notes in Microsoft 365 OneNote. This takes advantage of the 365 accounts provided to students by the school and helps build a sense of community over the semester. Our TEST materials will be entirely derived from the class notes; so, the material students collect is what they will be tested on.

COMPREHENSIVE TESTS: We will have four comprehensive tests based off the students' online notes.

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.

PRIMARY SOURCES: Regular primary sources such as sermons, slave narratives, political pamphlets and fictional literature are delivered through OneNote. These, as well as occasional scholarly/academic articles similarly delivered form the basis for our discussions. Some examples:

- John Winthrop, *A City on A Hill*
- Thomas Paine, *Common Sense*
- *Federalist Papers*
- Tocqueville, *Democracy in America*
- Theda Perdue & Michael D. Green, eds., *The Cherokee Removal*
- Virginia Bernhard & Elizabeth Fox-Genovese, eds., *Birth of American Feminism*
- Frederick Douglass, *Narrative of a Life of Frederick Douglass*
- Paul Finkelman, ed., *Dred Scott v. Sanford*

ARTICLES/VIDEOS:

Primary source material will be provided, and writing will involve the critical analysis required to connect the dots on our timeline. We will make use of the online platform Sutori to view and assimilate documentation and illustrative materials. In addition to interacting with the Open Education Resource material I provide; students will find challenging and engaging ways of demonstrating the ideas and concepts behind each item they add. These various items are set in context with other students work so that the entire class is required to think through causality together.

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

One of the main challenges incorporated throughout the course is drawing parallels to our current socio-political landscape. We will daily review pop media, cultural events and political moments as they relate to our course. Some of the current events we will relate to: Western Interference in Iran since 1500s, Freedom of the Press and Impeachment, Immigration Patterns Past and Present, Technological Advances in Medicine and Food, Copyright and Pattern Laws

In addition, I will be offering extra credit to any students that want to participate in the political primaries (vote, volunteer, go to a rally, etc.)

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

General education requirement

Major requirement

Elective only

HISTORY 107: AMERICA 1607-1865

Intersession 2020
 Professor Noah Stepro
 Email: nstepro@avc.edu

When: MTWR 11:30-2:40
 CRN: 10603
 Where: Uhazy Hall 261

Welcome! This syllabus is designed to guide you to an "A" in this class. I think you will enjoy our time of learning. Most of the questions you have will be answered in here. If you email me or ask a question that is clearly answered in the syllabus you will not get an answer. Further, if you miss a class *you* are responsible for covering the information for that day...find a classmate or note taker and ask them what you missed.

Assignment	
Test 1 1571-1763	15%
Test 2 1763-1812	15%
Test 3 1812-1840	15%
Test 4 -1840-1877	15%
Class Timeline	20%
OneNote Class Notes	20%

Evaluation/Assessment

All together there are 1,000 possible points for the class. The grading scheme is straightforward and fairly traditional - 1,000-900 pts = A; 900-800 pts = B; 800-900= C; Etc.

TESTS (600pts)

PAY ATTENTION - We will have four major tests over the semester, each worth 15% of your final grade, for a total of 60%. These aren't like most tests...especially most history tests. I'm not looking to test how much information you can retain...I want to know how much you **UNDERSTAND** about history...and there is a huge difference between the two.

RESEARCH PROJECT (200pts)

A unique **TIMELINE** research project will be due at the end of the semester. Your **TIMELINE** is research project meant to be **CURIOSITY DRIVEN LEARNING**. We will review material in the form of a timeline and will collectively "fill it in", noting the highlights and significance, as well as the intersections with culture and the rest of the world. By the end of our course we will have assembled a thorough and engaging representation of early American History that each student will be able to present/explain. ([Separate Rubric Provided](#))

COLLABORATIVE NOTES (200pts)

We are making **EXTENSIVE** use of Microsoft OneNote for this class. This is an experimental feature we are going to try out this semester. In Canvas you have access to the [CLASS NOTEBOOK](#). If you haven't yet taken advantage of AVC's generosity, head [HERE](#) and open a **FREE MICROSOFT 365** account with your @avc.edu email. In addition to OneNote (which I think you will love), you get the rest of Office 365...including 1TB of storage on OneDrive. Through the semester keep track of your readings, videos, books, class discussion, etc. and place them **IN CHRONOLOGICAL ORDER**.

Access and Accommodations:

Notify the instructor and provide appropriate paperwork if you require extra assistance or special circumstances. If you have a legally protected disability under the [Americans with Disabilities Act \(ADA\)](#) or California discrimination law, and you believe you need reasonable accommodation to participate fully in this class, please make an appointment to see me during my private office hours to discuss your needs. All students are responsible for maintaining access to their AVC email and the course Canvas page. The instructor is not required to make accommodations for late assignments for students that do not keep their AVC email and Canvas accounts current, or encounter problems uploading their work to Canvas. If you are unable to log into Canvas, please contact Information Technology Services at (661) 722.6605; help@avc.edu

Date	Subject
1/2	America Before Europe
1/6	Colonizing:1571-1620
1/7	The Slave Trade: 1620-1692
1/8	The Great Awakening: 1692-1763
1/9	Review and Test 1
1/13	The Revolution: 1763-1789
1/14	The Constitution: 1763-1789
1/15	Testing Democracy: 1789-1812
1/16	Review and Test 2
1/20	NO SCHOOL
1/21	Defining A Nation: 1812-1825
1/22	The Industrial Revolution: 1825-1840
1/23	Review and Test 3
1/27	Defining A People: 1848-1860
1/28	Dividing A Nation: 1860-1865
1/29	Rebuilding A People: 1865-1877
1/30	Review and Test 4

COURSE DESCRIPTION

A comprehensive interpretive analysis of the political and social development of the nation to 1877. Considerable attention is also given to economic developments and to cultural and intellectual currents. Includes reference to the antebellum political history of California inside the framework of general United States history.

OBJECTIVES

After completing this course, a successful student should be able to:

- **IDENTIFY** major individuals from this historical period.
- **APPRAISE** significant events from this historical period.
- **RECOGNIZE** key problems relating to this historical period.
- **COMPARE & CONTRAST** major historical events and problems in terms of background, substance, & impact.
- **EVALUATE & ASSESS** the repetitive cycles of history

AVC ACADEMIC HONESTY POLICY:

Violation of the Academic Honesty Policy: Dishonesty, including but not limited to, cheating or plagiarism. Plagiarism – from the Latin work for “kidnap” – involves using another’s work without giving proper credit, whether done accidentally or on purpose. This includes not only words and ideas, but also graphs, artwork, music, maps, statistics, diagrams, scientific data, software, films, videos, and the like. Plagiarism is plagiarism whether the material is from published or unpublished sources. It does not matter whether ideas are stolen, bought, downloaded from the Internet, or written for the student by someone else – it is still plagiarism. Even if only bits and pieces of other sources are used, or outside sources reworded, they must still be cited. To avoid problems, students should cite any source(s) and check with the instructor before submitting an assignment or project. Students are always responsible for any plagiarism in their work.

An instructor who determines that a student has cheated or plagiarized has the right to give an “F” grade for the assignment or examination.

Non-discrimination Policy:

"Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (a) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities or events."

6 STEPS OF DECORUM

This is a TRANSFER LEVEL COURSE. We are covering controversial topics ranging from War, Ethics, Sexuality, Religion, Technologies and Medicines to Political Science, Geography, Ethnicity, Gender and Race. While it is never my intention to be offensive, we will be looking at some thought provoking material over the terms of the course (typically PG-13/TV/14). I value diversity and input from EVERYONE in the class...I just ask that YOU do the same. Last week I was facilitating a community political discussion and in preparation I came up with a few “ground rules”. Here are my 5 STEPS of DECORUM:

1. Be aware of your own LACK OF KNOWLEDGE and your own CONFIRMATION BIAS
2. ACTIVELY LISTEN until you can ARTICULATE OTHER VIEWS
3. Share YOUR PERSONAL EXPERIENCE/VIEWS - Don't regurgitate news talking points (let's leave John Oliver and Rush Limbaugh out of it)
4. CONCEDE when you are wrong
5. FOCUS ON FACTS - keep it about ideas, not the people in the room
6. FIND COMMON GROUND - we are not all going to leave thinking the same thing

They are requested for this class, but recommended EVERYWHERE 😊

GENERAL CLASS MANAGEMENT

Success in history or any area of study requires attention and concentration. Please be considerate of the instructor and your fellow classmates. Please note that the following rules apply to all students and will be uniformly enforced. These rules conform to the Student Code of Conduct at Antelope Valley College.

Attendance will be taken at the beginning of the class period and possibly at the end. Students may be dropped from the course after missing more than three days of class without excuse and without contacting the instructor. Students are responsible for properly adding and dropping their classes on time.

- Three tardies is considered an absence.
- Do not talk, text, chew gum, go online or anything else that would be distracting.
- Discussion: We discuss adult themes of race, sexuality, religion and politics in this class - we are all friends and classmates here, discussions are to remain civil always.
- Class Etiquette: Behave as an adult, be respectful, clean and appropriate and you will get along fine.
- You are encouraged to take notes and participate in classroom learning through a variety of mediums and methods. If you would like to bring technology to class (tablets, phones, laptops, etc) ...I would simply ask you keep your ATTENTION on the class, not on the tech:) In addition to audio recordings of previous lectures I have provided on Canvas, you are welcomed to record in class for your own reference. I would simply ask that
- You alert me that you are or plan to record, and...
- Please don't distribute any material from the course without the instructors written consent.