



**ANTELOPE VALLEY COLLEGE
HONORS COMMITTEE MEETING**

AGENDA

October 27, 2014

2:00 p.m. Room A-140

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE HONORS COMMITTEE CHAIR
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
 - a. August 25
 - b. September 29
5. OLD BUSINESS
6. ACTION ITEMS
 - Interior Design Honors Option: Prof. Baker
 - English 101 Honors option: Prof. Vaughn
 - Psychology 101 Honors option: David Lewis
7. DISCUSSION
 - Interior Design Honors Option: Prof. Baker
 - English 101 Honors option: Prof. Vaughn
 - Psychology 101 Honors option: David Lewis
 - Honors option Language
 - Spring Schedule 2015
 - Honors lecture series
8. OTHER BUSINESS
9. ADJOURNMENT

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 (1) 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.

HONORS COMMITTEE MINUTES
September 30, 2014
2:00 p.m. – 3:30 p.m.
A140

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL

The Honors Committee meeting of September 30th was called to order at 2:08 p.m. by John Vento, Chair.

2. OPENING COMMENTS FROM THE CHAIR

None.

3. OPEN COMMENTS FROM THE PUBLIC

None.

4. APPROVAL OF MINUTES

August 2014 FPD Minutes
Postponed until the next meeting.

5. DISCUSSION ITEMS

I. Honors Options

a. Deaf Studies 105: Dan Humphrey

Mr. Humphrey gave the committee a brief introduction to the definitions of Deafhood and Audism in Deaf Studies. Audism is a form of prejudice that confirms the superiority of the hearing public. Deaf Studies is not unlike Latino Studies or Jewish Studies; it seeks to increase awareness towards this prejudice. In the honors option, the student will learn and focus on Audism. When asked, Mr. Humphrey clarified that an honors option student would write an 8 to 10-page paper exploring more deeply issues in Audism and Deafhood while normal students would only write 2-page papers.

b. Sociology 101: Amy Andrada

Ms. Andrada's honors option built on her regular class exploring the relationship between the micro (everyday occurrences) and the macro (theories and findings) in Sociology. Honors options students would do deeper research using articles in academic journals. Ms. Andrada would guide students in research method in order to write 8-10-page paper.

Dr. McGovern suggested that Ms. Andrada get her honors students to take AVC Library Tutorials and Quiz as the first step to familiarize themselves with library database research tool such as EBSCOHOST. Ms. Andrada did not know of the library tutorial/quiz and thanked Dr. McGovern for his suggestion.

c. Geography 105: Kathy Duret

Mr. Pesses discussed Geography 105 on behalf of Ms. Duret. The Honors option component was designed to get students to do a field study to apply the spatial theories that they've learned in class. Honors students would choose to do their field study in one of the following sites Manzanar National Historic Site, Chinatown or Little Tokyo in Los Angeles.

Ms. Agahari raised the concerns of Field Trip Waiver since the field study would be done off campus. Members of the committee advised that any such concerns should be directed to Terry Cleveland.

d. History 107: Sarah Burns

This was a proposal from the previous meeting. In the August meeting, the committee requested that Ms. Burns revised her proposal because the initial version was rather confusing as it mixed components of the regular course with those of the honors option in one document. The current version was much clearer, it consisted of 1-page summary of the honors options requirement.

II. Format of Honors Contract

Mr. Vento asked the committee whether the format of the Honors Option Contract needed changing; i.e. from the current 6-question format to 1-page summary of the instructor's own proposed project.

Committee members agreed that the 6-question format was more favorable as it prompted instructors to think about their own proposals, i.e. whether it would meet the honors option standard.

III. Spring 2015 Honors Classes

Mr. Vento announced that the upcoming Spring 2015 offering of 11 courses is historic. There has never been this many honors courses before (there're usually 6-8 courses in any semester).

Physics 101H is a try-out and the committee needs to do some announcement to make sure Bowen will get his/her minimum of 15 students.

Ms. Villapando inquired on the lack of Mathematics courses on the Spring line-up.

Ms. Bingham commented that this is a good schedule as there varieties of times (morning, afternoon and evening) in which honors students can take their classes.

Mr. Vento said that the increase in the number of classes and the variety of time were due to the willingness of the instructors to be more flexible with their teaching schedules.

Mr. Vento stated that presently he would be working towards compiling the schedule for the Fall 2015 Honors Classes.

In reply to this, Mr. Salameh queried whether he should create an honors course for Biology 204: General Microbiology. It was agreed that instead of a class, an honors option should be created for Biology 204. This is because lack of lab facilities to accommodate a whole honors class. Mr. Vento invited Mr. Salameh to turn in an honors option proposal for Biology 204 for Spring 2015.

6. ACTION ITEMS

I. Honors Options Proposals

a. Deaf Studies 105: Dan Humphrey

*A motion was made and seconded to approve Deaf Studies 105.
Motion carried.*

Mr. Vento mentioned to Mr. Humphrey that he could continue offering Honors Options to other students in the future now that his proposal has been approved.

b. Sociology 101: Amy Andrada

*A motion was made and seconded to approve Sociology 101.
Motion carried.*

c. Geography 105: Kathy Duret

*A motion was made and seconded to approve Geography 105.
Motion carried.*

c. History 107: Sarah Burns

*A motion was made and seconded to approve History 107.
Motion carried.*

II. Spring 2015 Honors Classes

*A motion was made and seconded to approve Spring 2015 Honors Classes
Motion carried.*

7. ADJOURNMENT

The Honors Committee meeting of September 30, 2014, was adjourned at 3:15 p.m. by Mr. John Vento, Chair.

Members Present			
John Vento, Co-Chair Rae Agahari Kathy Bingham	Matthew Jaffe Susan Knapp Mark McGovern	Mike Peeses Pavinee Villapandoo Bassam Salameh	Megan Turrill

Members Absent
Angela Koritsoglou Tom O'Neill

Guests: Dan Humphrey, Amy Andrada



**NTELOPE VALLEY COLLEGE
HONORS COMMITTEE MEETING**

August 25, 2014

2:00 p.m -- 3:00p.m. Room A141

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL

- a. Members present: Paul Ahad, Kathy Bingham, Barbara Fredette, Susan Knapp, Angela Koritsoglou, Mark McGovern, Tom O’Neil, Michael Pesses, Bassam Salameh Pavinee Villapando and John Vento
- b. Members absent: d
- c. Guests Matthew Jaffe Jaffe,

2. OPENING COMMENTS FROM THE HONORS COMMITTEE CHAIR

- a. Introduction of new members.

3. OPEN COMMENTS FROM THE PUBLIC

- a. None

4. APPROVAL OF MINUTES

- a. Motion to approve the May 19th Honors Committee Minutes
- b. Motion passed.

5. OLD BUSINESS:

- a. None

6. DISCUSSION

- a. Committee Guidelines
 - i. John reviewed the guidelines with the members of the committee.
- b. Note Takers
 - i. John asked that we have a variety of notes taker over the year. The committee agreed.
- c. History 107 - Sarah Burns (attachment) – **Honors Option**
 - i. John presented the contract.
 - ii. The committee was curious if there is a text used with the course. Do they choose their own? John will ask Sarah Burns. The committee also noted that in the past, we have been critical of Options that are too narrow and do not invite independent critical thinking.
- d. History 107 - Griselda Guillen (attachment) – **Honors Option**
 - i. John presented this contact. Griselda Guillen is already doing a contract for History 108. The committees reviewed the contact.
- e. Biology 101 - Jedi Lobos
 - i. There were questions and concerns about where the experiments would be housed and how students will have access to those spaces. John will discuss this with Jedi Lobos and bring this back to the meeting.
- f. Psychology 101 - L. Johnson (attachment) – **Honors Course Proposal**

- i. This is a course proposal, which is why there is so much information.
 - ii. The proposal was not submitted, so this will be tabled for the next meeting.
- g. Honors Option Contract
 - i. This is a new form since we need to demonstrate that there are guidelines and that there is interaction going on between faculty and students in order for faculty to claim Professional Development credit. The misconception that there is more work is false.
 - ii. It was suggested that we could go to Division meeting to present and explain the new form.
 - iii. John would like to have this form online.
- h. UCLA Conference
 - i. We have money from the President to travel to the conference.
 - ii. The conference is on November 14. Susan usually attends in the fall and John in the spring. Anyone else interested in attending should let John know.
- i. Honors Convocation
 - i. The Convocation will be help on Friday, May 8 from 8am to 12pm.
- j. Committee Goals
 - i. Tabled for the next meeting.

6. ACTION ITEMS

- a. History 107 - Sarah Burns (**Honors Option**)
 - i. Motion to approve the Honors Option with modifications, motion seconded
 - ii. Approved unanimously
- b. History 107 - Griselda Guillen (**Honors Option**)
 - i. Motion to approve the Honors Option, motion seconded
 - ii. Approved unanimously
- c. Biology 101 - Jedi Lobos (**Honors Option**)
 - i. Tabled for the next meeting. John will follow up with Jebi Lobos about the building and space. John will have Lobos bring this to the committee with changes.
- f. Psychology 101 - L. Johnson (**Course Proposal**)
 - i. Tabled pending submission of the course proposal form.
- g. Honors Option Contract (attachment)
 - i. Motion to approve the course, motion seconded
 - ii. Approved unanimously

8. OTHER BUSINESS

- a. None

9. ADJOURNMENT

- a. Meeting adjourned at 3:010pm

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.

English 101: Academic Composition

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

- Option will provide content about the history or background of the field being studied.
 - Option will show an awareness of some of the field’s major theories or current trends
 - Option will require students to perform a case study, field experience, or other application.
 - Option utilizes research methods including proper documentation for the discipline.
 - Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.
1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course. The proposed honors option is essentially an expansion of the course’s research paper. While all students in my English 101 course are required to read a Non-fiction book (seven titles are offered) and compare it to a film based on the book, the student working for the honors credit would also compose an annotated bibliography which would demonstrate a much wider comprehension of academic source material relevant to the case study involving a book-to film adaptation. Ten articles or book excerpts from book and film reviews, adaptation theory, and general history/journalism would be briefly summarized in the annotated bibliography. In addition, the credit for the honors credit would require the student to present a twenty-minute in-class presentation demonstrating the content of the student’s research paper, with special emphasis on making use of the classroom projector, with commentary offered about the adaptations made to the text in the medium of motion pictures and soundtrack.
 2. Describe how the option will strive for a high degree of student participation and involvement. The student will first become acquainted with adaptation theory to a greater degree than the non-honors student. This will involve extended time, effort and skill in researching relevant sources, processing scholarly texts, and applying underlying theories to the specific book-to film case study the student has chosen.

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter? (See attached list of recommended texts for use in Book to film adaptation.) Periodic discussions between student and instructor during the semester will supplement and guide the students understanding and use of the expanded list of sources.
4. Describe writing assignments and discuss how the course will foster critical thinking.
The critical thinking heart of the research project is based primarily on the student's true understanding concerning the unique natures of language—printed narratives, especially—and that of filmed narratives. Short writing assignments in class, comparing a text excerpt to a film scene attempting to adapt the material give students practice in this brand of analysis. As a result of both short exercises and the research paper, students gain more awareness and appreciation for a generation of popular culture unprecedented in its constant stream of adapting, appropriating, remixing and transforming texts across all mediums of expression.
5. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized. MLA documentation, including block quotation, text citation, and a Works Cited Page is required in the research paper. The use of secondary sources (beyond the references to the central book/film works) is intended to help stimulate students' analyses of works, to derive meaning not simply from narratives chosen, but also from the reflections and interpretations of narrative as an art form.
6. Overall, please describe how this honors option by contract project will benefit the honors student.
As most literature courses beyond English 101 specialize assignments that analyze narrative texts, this honors option project promises to bring the student a greater awareness and appreciation for the role of narrative in human life. Not simply as a leisure experience or entertainment, the nature of narrative, in any medium, is to posit meaning to life through a careful organization of elements. I believe students who achieve this level of understanding in my course will make use of it for years and years, in and outside the academic world.

(Interior Design 160 – Material Selections of Interior Design)

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

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

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

The honors student will be required to do extensive research regarding the sourcing and application of sustainable materials available for use in interior design applications. The focus of the research will be to identify alternatives to products that have traditionally been used in the design profession, but which have either a substantial carbon footprint, are environmentally destructive to obtain, or which are scarce within their existing environmental setting.

The honor options requires that the student critically evaluate products and make determinations based on research regarding suitable alternatives to traditional products and production methods. This will require the student to increase the depth of their knowledge regarding material production methods, quarrying techniques and impacts, hazardous materials, energy consumption, and the availability and protection of scarce natural resources. This research greatly exceeds the requirements of other class participants.

Additionally the student will have enhanced opportunities to develop their presentation skills, a critical work element, by developing a public display in the cabinet assigned to the Interior Design program in the APL building, and also by presenting a lecture based on their findings to the ID-160 class.

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

The honors options will require that the student make contact with members of the design profession in order to complete their evaluation of sustainable products. These contacts will include material suppliers, construction professionals and interior designers. The interaction with professionals in the design field is an important networking aspects of the honors option.

In addition the honors participant will be engaged closely with the instructor regarding the required research paper and classroom lecture; meeting as necessary to assure that the student's work products allow for an informed presentation to the ID-160 class. The honors participant will also work with the instructor on draft designs and installation processes for the public display in the APL cabinet.

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

Research paper: Honors participants will be required to analyze seven materials used in interior design evaluating their sustainability characteristics. The required research paper will be not less than 10 pages in length with a summary matrix of the pros and cons of the uses of the evaluated material provided to

the ID-160 class in the form of a handout. Through the research paper, the participant will gain a more complete understanding of sustainable products available for use by interior designers.

Interaction with design professionals: The honors option requires that the student contact local supplies, manufacturers and construction professionals who deal with materials used in the interior design profession. These local contacts will not only add to the student's understanding of how these products are used in the profession, but will also allow the student to begin the process of developing a professional network of individuals that can serve as potential employers or mentors in the future.

Reading: Extensive written material on sustainable products used in the design profession are available at no cost to the student on-line. The student will be given two suggested sources of information to support their research but will also be required to expand their readings in order to support the findings of their research. Citations in the research paper will be reviewed to assure the student accessed additional reference material.

4. Describe writing assignments and discuss how the course will foster critical thinking.
The research paper will require that the student consolidate multiple sources of information, including information gathered from personal communications with design professionals, into a singular document addressing sustainability. This paper requires that the student expand their knowledge base beyond design, and that they investigate concepts relating to the environment impacts and trade-offs of using certain materials. Concepts of the energy required to produce and transport materials and the potential carbon footprint of certain materials must be understood to address sustainability in the research paper. Additionally, the student will need to understand that natural materials are often not sustainable in the long term and that the quarrying or harvesting of materials can have negative environmental impacts at the local and global level. Finally the student will be required to investigate the disposal requirements or recycling possibilities of the materials addressed in the research. These concepts are beyond what the traditional student of interior design is required to understand in this class.

A written lecture will be required of the honors participant to support the required 30 minute classroom presentation. This writing assignment will require that the student consolidate the findings of their research into a succinct narrative for presentation.

Finally, the student will be required to produce written material that explains the elements chosen for use in the public display of their research findings. Short explanations of complex concepts will be required to convey information to the variety of individuals who might pause at the display cabinet in the APL building.

5. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.
Opportunities for research begin with the interview of design professional to glean information on how they incorporate sustainable products within their business and with their clients. The student will work

with a design professional during the sourcing phase of the research to select materials for use in the APL display cabinet.

An enhanced understanding of product availability and application can be obtained from these interviews/interactions.

Research continues with a variety of on-line sources which provide the more detailed understanding of the environmental impacts of production methods and the carbon costs of production and transportation.

Information gathered from interviews and the literature review will then be used to support the research paper and classroom lecture material. The requirement that a matrix of the pros and cons of material evaluated will necessitate that the student make informed judgments on how they believe these materials impact sustainability within the design profession.

6. Overall, please describe how this honors option by contract project will benefit the honors student. Studying a topic while also interacting with professionals from the design field allows a student to supplement and apply information learned during class and to use critical thinking skills to complete this well-rounded project. The learning experience is reinforced with a hands-on design project which will be publicly viewed and a classroom lecture where the student will be required to develop a presentation which supports the findings of their research to a class of their peers.

This multi-tiered approach to learning will assist the student in developing their skills in three critical areas required of a design professional; research, presentation and implementation.

Psychology 101: General Psychology

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 who wish to complete the honors option 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. Non-honors students will also write an APA formatted paper but it will only consist of a literature review (no data collection or analysis will be conducted).

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

Students completing an honors option will be required to work independently, or in small research teams in order to design and conduct an experimental (or non-experimental) study. This study will be conducted entirely outside of the classroom and will require the students to either observe the behavior of others or interact with them in a controlled setting. 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?

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 allow 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.

Over the semester, the student's progress on this research paper will be assessed in 1on1 meetings held after the regularly scheduled class sessions. The following timeline of milestones will be used:

Week 1: Begin developing a hypothesis

Week 2: Hypothesis due

Must be a related to some aspect of modern psychological science

Week 3: Outline of literature review due

Week 4: Literature review due

Literature review must include at least 10 APA formatted citations to recently published scientific psychological articles.

Week 5: Study design and methodology due

A detailed description of how the study will be conducted and what resources will be required for this study. Designs will be not allowed if they are impractical (i.e. cannot be completed over the span of a single semester)

Weeks 6-8: Data collection

Week 9: Results due

Including descriptive and inferential statistics on the hypothesis.

Week 10: Discussion due

Critical evaluation of the hypothesis based upon the collected data and analysis. Must include a conclusion (i.e. the take-home message).

Weeks 11-Final: Draft revision

Final Week: Research paper due

For the summer or interim semesters these milestones will remain in the same order and evenly spaced but the amount of time in between them will be significantly reduced.

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

Students will be required to write a research paper using proper APA style. This will involve reading published articles within psychological science and interpreting these studies' results and conclusions. Students will cite these sources where appropriate in their own research paper and in doing so will learn how to develop a comprehensive argument that is both based on their own observations and well supported by previous researchers. In doing so, the students will gain a greater understanding of what kinds of questions have been asked in the previous research and how the answers to these questions have been pursued. This assignment will provide the students with clear examples of how the scientific method has been employed in the past and how they might utilize it in the future.

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

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.

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

Any honors student that takes my class will be learn through first-hand experience what it takes to conduct a scientific study in psychology. They will learn the scientific method, how to conduct a scientific literature review, how to design a study and collect data, how to analyze that data, and finally they will learn how to write about this entire experience using proper APA style. Learning these skills will prepare the student for a career in any kind of research or design and will teach them highly useful and marketable skills in data management and analysis.

HONORS OPTION LANGUAGE

Existing language:

Instructors must submit a proposal and receive approval of honors options to the honors coordinator/committee before offering it to students. Instructors may use their discretion in deciding whether to offer an honors option for a particular course or student. All honors instructors who have taught an honors section of a particular course are automatically approved to offer honors options by contract:

Proposed language:

Instructors must submit a proposal and receive approval of honors options to the honors coordinator/committee before offering it to students. Instructors may use their discretion in deciding whether to offer an honors option for a particular course or student. **Faculty who do not meet the guidelines set forth by the Honors Committee may have their approval rescinded.** All honors instructors who have taught an honors section of a particular course are automatically approved to offer honors options by contract:

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HONORS SPRING 2015

English 102 Wednesday 7-10 Prof. John Toth (crn 33809)
English 103 Wednesday 3:45 TO 6:50 Prof. Brian Palagallo (crn 33379)
English 279 Monday 7-10 Literature & Film Prof. Mark Hoffer (crn 36095)
History 108 Monday & Wednesday 8:00 to 9:20 Dr. Matthew Jaffe (crn 34750)
Political Science 101 Monday & Wednesday 9:30 – 10:50 Prof. John Vento (crn 33114)
Physics 101 Monday & Wednesday 11 to 12:20 Lab: Monday 2:15 to 5:00 Dr. Jason Bowen (crn 33741)
Theatre 101 Tuesday Thursdays 9:30 to 10:50 Prof. Carla Corona (crn 32597)
Music 101 Tuesday Thursdays 11:00 to 12:20 Dr.. David Newby (crn 30959)
History 110 Tuesday Thursdays 12:30 to 1:50 Prof. Sarah Burns (crn 36120)
Health Education 101 Tuesdays & Thursdays 2:15 TO 3:35 Prof. Kathleen Bingham (crn 35915)
Philosophy 105 Thursday 3:45 to 6:50 Dr. Sherri Zhu (crn 35577)

COURSE DESCRIPTIONS

Physics 101 Class M/W 11 to 12:20; Lab, M 2:15 to 5:00 Dr. Jason Bowen CRN 33741

One of the world's simplest systems is a bee busily buzzing, and Isaac Newton's tremendous contribution to science are the three rules that describe how a single busy bee goes about its business of moving about. First, however, it is instructive to initially ignore the ultimate cause of the bee's motion—its wings!—and focus only on describing its motion. This picture is known as kinematics and is completely contained in only two equations which we will analyze for the first month or so of the semester, then we look more closely at the bee (and see that its erratic motion is actually due to the flapping of its wings) and open the field of dynamics by introducing three and only three rules! This picture explains falling flower pots, cannonballs launched from a cannon, fluid drag and terminal velocity, rocket motion, Archimedes Principle, the effects of friction, changing weight on a Ferris Wheel, geosynchronous motion, the motions of the planets, the Ideal Gas Law and the temperature of gases, spinning basketballs (by considering many bees rigidly connected together), and much, much more! *Come and see for yourself how much of the universe we can explain with so little!*

History 110 T/R 12:30 to 1:50 Prof. Sarah Burns CRN 36120

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 and chains connecting you 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.*



English 102 Wed 7-10 pm Prof. John Toth CRN 33809

Reduce, reuse, recycle—a common phrase in today's environmentally conscious world, but for decades writers and film makers 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?" and trace Francis Phelan's drunken odyssey as an ex-baseball player trying to round third and head for home in *Ironweed*. 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 by screenwriter Cyrus Hume and director Fred M. Wilcox, who give *The Tempest* the sci-fi treatment, even throwing in a robot for good measure in *Forbidden Planet*. During our analysis of film and literature, students will study a variety of critical perspectives and consider how these literary allusions enhance subsequent texts. In addition, as this is an honors-level course, essays will encouraged to utilize advanced critical thinking, writing, reading, and research skills, as well as the use of literary theory and appropriate film terminology.

English 103 W 3:45 to 6:50 pm Prof. Brian Palagallo CRN 33379

In "How to Tame a Wild Tongue," Gloria Anzaldúa writes, "We speak a patios, a forked tongue, a variation of two languages." The rhetorical question asked here is, is language tamable? At the same time, is language escapable? That is, do we ever really venture outside of a linguistic "spatial partitioning," as Michel Foucault's idea of the Panopticon suggests? These are questions this course will strive to understand, as we discover what the link between language and idea creation might be. Using a mix of metacognitive processes, analytical discourse, and various textual media (some at times wayward and nonlinear), we will strive to disorient ourselves from the well-trod path of everyday thinking and, as comedian/musician Reggie Watts shows us, "***disorient ourselves in the most entertaining way.***"

English 279 M 7-10 Science Fiction & Dystopian Lit Prof. Mark Hoffer CRN 36095

A story, a parable, a work of fiction is the vehicle for telling a truth in ways that will resonate with listeners and readers, be they gathered around fire or bathed in the white noise and glow of technology. Just as mythology and folklore prompt us to look back in order to learn, so science fiction and dystopic literature often project ahead into a symbolic future that usually has much to say about social issues, cultural phenomena, and the realities of power and fear. This Honors course examines robots, zombies, mutants, monsters, doctors, dictators, landed aliens, synthetic waiters, sedated messiahs, apocalyptic toddlers, ambient girlfriends—in order to arrive at a greater understanding of that strangest of creatures: ***the human.***

Music 101 T & R 11:00 am to 12:20 Dr. David Newby CRN 30959

Classical music: discover how to listen to it and why it's so fantastic. Our focus will be classical music's 2000-year tradition. We'll study amazing musical works and the fascinating composers who wrote them. ***Attention will be given to social, political, and artistic events of each musical era.*** Concert attendance earns extra credit.



Health Edu 101 T&R 2:15 TO 3:35 Prof. Kathleen Bingham CRN 35915

Recognizing health as our greatest resource to move forward in our education and life, we will learn what we need to know to live well. In the seminar-style class, we will go beyond the basic information and explore the issues that face Americans related to their health. *Do we have a health care system or an illness care system?* How does our political system affect public health policy? If the majority of chronic diseases are preventable, why are so many people suffering from them? Why are 1 in 3 children born this year expected to develop Type 2 Diabetes and what does this mean for our future? Are genetically modified foods safe and why have so many other countries banned them? Our research will relate not just to public health issues but also to personal issues as we explore our own values and practices through journaling.

Philosophy 105 R 3:45 to 6:50 Dr. Sherri Zhu CRN 35577

Are you a person who cares about right and wrong, good and bad, and how to live a meaningful life? Do you often grapple with moral issues of our time, such as global warming, animal rights, euthanasia, factory farming, universal health care, just war, or religion? This Honors class is a philosophical study that critically examines all these issues from different theoretical perspectives. It offers unique opportunities that a standard section does not have. The smaller class size makes it possible that our debates will be in depth; more time will be given to group discussion than lecture; you will teach some of the topics and defend your own views.

History 108 M/W 8:00 to 9:20 Dr. Matthew Jaffe CRN 34750

We are going to debate important issues in U.S. history this course. How did women get the right to vote? Why are racial issues still unresolved? What really went on in Vietnam? Who killed Kennedy? (Any Kennedy.) Join Dr. Matthew Jaffe for group work, oral presentations, and take-home papers to learn about the last century of your country's history. *No laundry lists. No in-class tests. Just lots of sharp, stimulating discussions.* This class fulfills American History and Institution requirement as well as social science requirements for CSU and UC.

Political Science 101 M/W 9:30 to 10:50 Prof. John Vento CRN 33114

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 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.*

Theatre Arts 101 T/R 9:30 to 10:50 Prof. Carla Corona CRN 32597

The 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 look at theatre as an agent of change in society. 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, students will gain transferable skills such as interpersonal skills, public speaking, critical analysis, and broad based 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 opinions and artistic tastes will be welcomed and nurtured in this class. *The world is a stage, come explore with us!*

AVC HONOR STUDENTS



2014 UCLA TAP / TRANSFER CONFERENCE

Friday, November 14, 2014

8:30am – 3pm

REGISTRATION REQUIRED

<http://www.tap.ucla.edu/conference.htm>

** TRANSPORTATION TO UCLA **

AVC has arranged transportation to UCLA
Meet at AVC-Lot 17 at 6:30am. Return at 5pm

See Rosalind Brown or Susan Knapp in Counseling to SIGN UP

\$5 REFUNDABLE DEPOSIT IS REQUIRED

(30 Max Students)

Questions???

Contact jvento@avc.edu or sknapp@avc.edu

