



**ANTELOPE VALLEY COLLEGE
HONORS COMMITTEE MEETING
AGENDA
February 3, 2014
2:00 p.m.
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 CHAIR
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
 - a. November 2013 Minutes – attachment
5. OLD BUSINESS
6. DISCUSSION
 - a. Honors Convocation: May 9, 2014
 - b. Dave Adams: Business 201 Honors Option - attachment
 - c. Nari Kim: Communication 101 Honors Option - attachment
 - d. Griselda Guillen: History 108 Honors Option - attachment
 - e. Janet Robins: History 113 Honors Option - attachment
 - f. Sarah Burns: History 110 Honors Option - attachment
7. ACTION ITEMS
 - a. Mark Hoffer: English 102 Honors Course Spring 2014
 - b. Dave Adams: Business 201 Honors Option
 - c. Nari Kim: Communication 101 Honors Option
 - d. Griselda Guillen: History 108 Honors Option
 - e. Janet Robins: History 113 Honors Option
 - f. Sarah Burns: History 110 Honors Option
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.



**ANTELOPE VALLEY COLLEGE
HONORS COMMITTEE MEETING**

November 25, 2013

2:00 p.m -- 3:00p.m. Room A140

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, Barbara Fredette, Susan Knapp, Angela Koritsoglou, Igor Marder, Mike Pesses, Tom O'Neil, and John Vento
- b. Members absent: Russell Bierle, Irene Montalban
- c. Guests: Matthew Jaffe, Leidy Villarreal, Ed Knudson, Reina Zepeda, Mark Hoffer

2. OPENING COMMENTS FROM THE HONORS COMMITTEE CHAIR

- a. None

3. OPEN COMMENTS FROM THE PUBLIC

- a. None

4. APPROVAL OF MINUTES

- a. Motion to approve the October 28, 2013 meeting minutes with the following changes:
 - a. 4a – change date of previous minutes to September 23
 - b. 7h – Chemistry 100 should be changed to 110
 - c. 7ei – the need for an Honors' counselor should also include the summer session
- b. Motion passed.

5. OLD BUSINESS:

- a. None

6. ACTION ITEMS

- a. Administration of Justice 206 Honors Option – Dexter Cummins
 - i. Cummins stated that the class is now UC/CSU transferable which has more students outside of AJ major. The increase in students had led to a need to tie in with honors program and high level students
 - ii. The option itself involves research on criminology, a literature review, and a class presentation.
 - iii. Knapp stated that the course makes sense to include from a counseling perspective; it fills major requirements and gives students options to fulfill honors courses.
 - iv. Vento mentioned adding blurb regarding honors option to syllabus.
 - v. Marder questioned use of “utilize” rather than “utilizes” to adhere to Bloom's taxonomy.
 - 1. This was decided to be more an issue of the form itself, will be fixed
 - vi. Unanimous approval
- b. Geography 101 Honors Course – Mike Pesses

- i. The honors course will differ from the standard course in the small size will allow for more hands-on experiments and fist hand experience with the material being discussed.
- ii. Fredette shared some concern of the course being room specific since science classes have been moved around by Academic Affairs.
- iii. Faculty and students suggested that the incorporation of a reward to read the supplemental book was important. Response papers and various point systems were discussed.
- iv. It was also suggested that any resulting products of the work should be used to advertise the program and perhaps lead to an open house like the Anthropology department holds.
- v. Unanimous approval

7. DISCUSSION

- a. Mark Hoffer – English 102
 - i. The committee could not take action at the meeting, but discussed the course and planned to conduct an informal vote via email, then officially voting in the first spring meeting.
 - ii. Hoffer stated that the course will be very discussion oriented in an effort to replicate a graduate level seminar. It will incorporate a theme of “monsters” as they relate to society and culture.
 - iii. Koritsoglou liked the thematic approach, sounds like an engaging topic to get students excited. Students Villarreal and Zepeda liked the sound of the course
- b. Attendance
 - i. Discussion was positive, will be placed as action item for next meeting.
- c. Faculty Professional Development
 - i. Vento worked with Faculty Professional Development committee to allow honors option credit as faculty mentorship
 - ii. It would need to meet ILOs with college and faculty must meet with students outside of standard office hours.
 - iii. Faculty will fill out paperwork and get it signed off by honors committee chair
 - iv. Still trying to figure out how many hours would be appropriate per student
 - 1. Knudson – suggested CWE – dictates methodology to assign workload to faculty, may be a starting point
 - v. Members discussed how this could promote more meaningful ways of gaining faculty professional development credit
 - 1. Ideally work toward turning this into an actual FPD, special event – demonstrate student work, give presentations.
- d. Counseling – Susan Knapp
 - i. Gave report on this year’s UCLA TAP Conference on Nov. 9, 2013
 - ii. TAP students can request an alternate major (if they are prepared) to avoid getting rejected for an impacted major.
 - iii. UCLA requests students not ready for junior level not to apply

- iv. Luis Echeverria will be taking over intersession and summer counseling for honors students
- e. Re-Organization
 - i. Fredette discussed the proposed move of Biology into the Health Sciences realm to make sure that the Honors Committee aware of the proposal to make sure it would not affect any honors classes or options.
 - ii. O'Neil said the dean would likely continue to support the honors options, Knapp said articulation wouldn't be affected.
 - iii. Zepeda was concerned that collaboration, scientific merit, etc. could change.
 - iv. Knudson said it would not affect anything other than who biology faculty report to. Collaboration, articulation, etc. would remain the same.
 - v. Students in the STEM club had mentioned concern with the move.
- f. February Meeting
 - i. Vento asked to meet February 3 (first day of classes), simply to approve some honors options, courses
 - ii. Unanimously Agreed

8. OTHER BUSINESS

- a. None

9. ADJOURNMENT

- a. Meeting adjourned at 3:09pm

NON-DISCRIMINATION POLICY

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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.

BUS 201—Business Law

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 the Honors Student (hereinafter "student") to research, analyze and prepare two separate written reports involving legal principles that impact today's macro-business environment. The first report will require the student to analyze and opine on a United States Supreme Court decision within the past 10 years dealing with limitations and/or expansions imposed on the business environment. The second report will require the student to identify, analyze and opine on currently promulgated federal/state legislation that, if enacted, would potentially impact the business environment.

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

In addition to the regular course assignments, the student will need to identify the topics for each report early in the semester and communicate those topics to the instructor. Throughout the semester, the student and the instructor will meet several times in an effort to further develop and expound upon the topics for each report and to relate the reports to items found in the general course curriculum.

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

Honors TAP Option by Contract Instructor Proposal

The student will be required to research and read various legal and business articles, legal opinions and legislative abstracts in an effort to identify the topics for their reports. The student who successfully completes the assignments will ascertain an understanding of the relevance and importance of the legal environments' role in the shaping and maturation of the business environment.

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

In addition to completion of all traditional course work and materials, the student will write two analytical reports as discussed below:

- A. Analysis of a recent US Supreme Court decision (last ten years).
 - 1. An exhaustive summary of the facts leading to the controversy and the opinion of the Court; and
 - 2. How the Court's opinion has subsequently affected the business environment.

- B. Analysis of pending promulgated federal/state legislation.
 - 1. An exhaustive summary of the legislation that is pending approval;
 - 2. The ramifications of the legislation (if enacted) on the business environment

The process of reading, analyzing and writing on these topics will require a thorough understanding of the concepts articulated in the Business Law course and will place substantial critical thinking demands upon the student.

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

The reports should be submitted in MLA format, including cover page, abstract, in-text citations, and references. Although the student will primarily rely on secondary research to prepare the reports, the student may utilize primary research techniques should such research prove beneficial to the overall quality of the report(s).

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

The student who successfully completes the reports will gain a greater understanding of the ways that the law affects the macro business environment. Regardless of the student's current major or eventual career, this is an opportunity to broaden one's knowledge base in both business and law, which is applicable to everyone. The student will gain critical research skills, analytical thinking skills, and comprehensive writing skills, all of which are applicable across all academic disciplines.

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(Insert Course Number and Title here) (ex: English 101: Freshman Composition)

COM 101 Public Speaking

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

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

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

Students will need to complete the following:

-A research debate and case file on a relevant issue. The student will be assigned a topic and a side on a current event. Student's may also be given a time shift debate where they are only allowed to work within the laws, policies, procedures, etc. of a given time period. Student's are to propose a working and realistic policy or solution for the issue and will be graded on essential, stock components of a policy debate and the quality of the research gathered.

-A letter to an agent of change (government agency, corporation or business, a representative, etc) taken from the student's persuasive speech along with an article of evidence (a flyer, signatures of support, a created website or page through social media, etc).

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

The option will allow students to become aware of how policies and laws are created and how to encourage agency through rhetoric, argumentation, and public speaking. Students are encouraged to be active and to reach out to people, organizations, and representatives. Additionally, students

Honors TAP Option by Contract Instructor Proposal

are encouraged to become their own agents of change by creating, reaching out to, or finding solutions and alternatives to solve for problems in the real world.

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter? Students will be given readings and specialized lectures on the argumentation process to enhance their knowledge of persuasive speaking and debate and to apply those principles to real-world settings.
4. Describe writing assignments and discuss how the course will foster critical thinking. Students are required to create a policy outline and case file for the debate which encourages the analysis of agents of change, funding, the time it takes to pass a policy under real-world conditions, and to justify their solution through the research and evidence collected throughout the semester. Since students are challenged to create their own solutions and then to justify them through the argumentation process, they are learning to critically think and apply what they have learned to create effective change.
5. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized. Students will be required to analyze both primary and secondary sources for their research debate. Sources will vary depending on the topic. However, students will need to meet a requirement of at least two primary sources, at least three academic, peer-reviewed pieces of research, and they must meet at least five, credible secondary sources.
6. Overall, please describe how this honors option by contract project will benefit the honors student. This project will apply academics to the real-world and will teach students to become aware of how rhetoric is often used for compliance or change. Additionally, students are taking the extra initiative to creatively analyze an issue from all sides to create the best solutions for problems that are current. Students will become aware of how international, national, and local politics, policies, and laws work along with the knowledge of how to change them for the better. Students will go beyond a simple solution to really analyze them and to maximize the potential for change under current or historic conditions.

Honors TAP Option by Contract Instructor Proposal

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History 108: United States History, 1877 – Present Griselda L. Guillen

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.

Honors students will compose a research paper (10+ pages) on wartime propaganda from the United States, from 1917 – 1918. Prior to their research, we will meet to discuss these questions: How can we determine what is propaganda? How can we deconstruct it? How can we measure its success? Is propaganda good or bad? Does it pose a threat to democracy? We will also study the perspectives of George Creel, Edward Bernays, Adolf Hitler, Joseph Goebbels, and others; and students will apply these perspectives to their paper. Students will choose from the following options:

- Propaganda and its effect on German-Americans
- Propaganda and its effect on children
- Propaganda and its effect on gender
- Food as propaganda

Honors TAP Option by Contract Instructor Proposal

- Art as propaganda
- Literature as propaganda
- Film as propaganda

This analytical paper will require honors students to conduct research outside of the classroom, and serves as an additional assignment to their current coursework; it is a more specialized, in-depth analysis of a specific topic.

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

I will meet with the honors students throughout the semester. For the first few weeks, we will meet to discuss the assigned readings, and practice the process of deconstructing propagandistic materials. Afterwards, students will select their topic from the above list, and submit a proposal indicating why they chose their specific topic. Below is a tentative schedule for their work:

Week 4/5: students will submit their topic proposal.

Week 6: students will submit list of sources and meet with me to discuss ideas on their topic.

Week 7: students will begin their rough draft.

Week 11: students will submit their completed rough draft to www.turnitin.com, and to the instructor.

Week 13: peer review – students will pair up and critique one another's paper.

Week 15/16: students will submit their completed paper for grading.

Week 15/16: students will deliver a 5 – 7 minute presentation in class.

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

Assigned articles and books, and students' own research will provide greater insight into the analysis of, and nature of propaganda. Although the initial paper focuses on a specific timeframe, 1917 – 1918, students will be able to apply their knowledge to deconstruct propaganda from all historical periods, including present day propaganda.

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

Students will research the effects of propaganda within the United States from 1917 – 1918. This process will require knowledge of the various theories on and perspectives of propaganda, knowledge of the analytical process to deconstruct it, and the interpretation of propaganda materials produced during the specified timeframe. Students will write a 10+page paper to showcase their results. Their paper will include; 1) a summary of the various perspectives on propaganda made by history's propaganda experts, and scholars; 2) application of these perspectives to their argument(s); 3) images of propaganda

Honors TAP Option by Contract Instructor Proposal

materials, where relevant; 4) an abstract of their paper to summarize their key points; 5) and a bibliography.

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

Students will utilize a minimum of two secondary sources and a minimum of five primary sources. (Digitized) Primary sources can be found at the following websites (in addition to others not listed):

www.archive.org

www.hathitrust.org

<http://digital.library.temple.edu/>

<http://digital.ncdcr.gov/>

<http://historymatters.gmu.edu/>

<http://www.learnnc.org/lp/editions/ww1posters>

Students will format their paper according to the Chicago Manual of Style.

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

Upon completion of their research, students will understand the nature of propaganda, possess the skills to deconstruct its message, and possess the skills to apply their knowledge to various mediums of propaganda both within and outside of the classroom. Additionally, the research paper will challenge students to synthesize and apply multiple theories and perspectives to their argument; support their argument with primary source research; and improve their analytical, reading, and writing skills. Ultimately, students will become familiar with the rigorous expectations of university-level work.

OPTION OVERVIEW

Students choosing the Honors option for this course will have the opportunity to develop skills beyond those usually required for successful completion of this course. For many students, this may be the only college-level history course they will take; therefore, it will be the only opportunity they will have to understand what historians do and why historical examination of events is important (and relatable) to understanding the modern world. It is crucial, then, that they learn to work with primary sources. While students who do not take the Honors option will have the opportunity to analyze a book interpreting a specific issue, those students who opt for the Honors opportunity will be able to integrate secondary and primary sources. This is intended to get them thinking about constructing an argument- it creates further opportunity to discuss the relationship between evidence and interpretation and prepares them to apply these skills beyond the classroom.

OBJECTIVES

- Show an awareness of the field's major theories or current trends
- Utilize research methods including proper documentation for the discipline
- Demonstrate critical thinking and/or metacognitive abilities

ASSIGNMENTS

In addition to the coursework for this class, students enrolling in the Honors option:

- are responsible for writing 2 two-page typewritten double-spaced comparative analyses of two primary source documents chosen from a list provided by the instructor. These documents will correlate to the units covered in the course. The purpose of this exercise is to show that the student understands and has thought seriously about the topic. In addition to analyzing how these documents are similar and/or different, students will discuss in what ways are these types of sources useful and/or problematic. These assignments will be due by the Week 8 and Week 12 class meetings.
- are responsible for writing a two-page typewritten double-spaced response paper to the film *Iron Jawed Angels* (this movie is widely available online) The film depicts the National Woman's Party's struggles for winning suffrage for women as well as their relationship with the more sedate NAWSA. Students will discuss what they found most compelling, surprising, or thought-provoking i.e. aspect(s) of the film which provided insight into women's past experiences; connections to the present situation of women; society's support for or opposition to women's suffrage; Hollywood's interpretation of a female-dominated historical event. The point of this assignment is to show that the student has thought seriously and critically about the film. This assignment will be due by the Week 14 class meeting.
All assignments will be written using MLA format and will be submitted to turnitin.com

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(History 110: African American History from 1450 to 1877)

Instructor: Sarah Chloe Burns

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

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- 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.

Excerpts from my History 110 Syllabus reveal expectations for the normal course:

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 the blood, sweat and toil on plantations, large and small, throughout the American South. Their narratives have been written by themselves and others, to provide us with insight regarding the amazing courage and strength of the human spirit. Within the contents of this course, you will become intimately involved in that struggle, as reported in the book, *From Slavery To Freedom*, by John Hope Franklin and Evelyn Brooks Higginbotham.

The role of the African American served to establish the planting of wealth within two major sectors of the world (North and South America), through their labor. Their horrific evolution from slave status to free reveals a complicated and violent story, filled not only with severe human rights violations, but with flagrant denial of the content and meaning of the Declaration of Independence and America's later Constitution. How did our founding fathers speak and write so eloquently regarding the rights of individual citizens, equal protection under the law, due process of law, etc., and then turn their backs on what was occurring within private plantations throughout the South?

In this survey course, we will explore the journey and history in-depth. Be prepared to be disturbed. Remember as well that there were hundreds and later thousands of Americans who were constantly opposed to the idea of ownership of another human being. Why were their voices not more effective during the 17th, 18th and early 19th centuries—in order to legally remove the institution of slavery without war? These are some of the questions we will consider and answer during this semester. *During the course of the semester, students will take: six objective quizzes, a Midterm and Final Exam—both of which will include objective (multiple choice) questions and*

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several essay questions (Study Guides available prior to Exams). Students will also break into weekly discussion groups (Thursdays), to conduct in-depth research on the topics dispersed by the professor. For these discussion assignments, students will receive participation points.

Additionally, Honors Students will be expected to:

- a. Conduct thorough research into the traditional life of Africans, specifically from the regions where most slaves were extracted.
- b. As part of this research, they will read the enhanced version of Alex Haley's book, **Roots**.
- c. By following the journey of Kunta Kinte and the next six generations of his family, students will absorb a virtual eyewitness account of the experience of 18th to 19th century Africans, their traditional kinship ways and village life.
- d. Using **Roots** as the basis for their research, Honors Students will be expected to bring in a minimum of three other academic sources, as they create their eight to ten page research paper and oral presentation.
- e. All sources must be approved by the instructor, prior to the start of the project.
- f. Students will follow the Chicago MLA format for internal citations and Works Cited.
- g. Finally, students will present a Power Point presentation during the 15th week of the semester.

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

- a. Honors students will be doing a good deal of additional reading and research (minimum of four sources), as compared to the average History 110 student
- b. Honors students will be preparing a lengthy, justified research paper, all sources approved by the instructor.
- c. Honors students will prepare a very detailed power point presentation to present to the entire class.
- d. Students will prepare a handout for fellow classmates, so they can learn from and follow along with the Honors presentation.

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

- a. Honors students will provide in-depth critical comparisons of all sources used to report on their assigned topic.
 - i. I will assist students in choosing the proper sources, in order to create a truly scholarly report.
 - ii. When those sources are collected, students will then prepare an annotated bibliography, so that they understand the value of thorough preparation—and the work of an historian.
 - iii. The next step will be the start of the writing process; the first rough draft will be due eight weeks into the course, and the second rough draft during week twelve.

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

- a. In carrying out the responsibilities described in Item #3, the goal for students will be to do the following:
 - i. One of those sources will be the television mini-series, **Roots**.
 - ii. How accurately does the mini-series reflect the contents of Alex Haley's book?
 - iii. How do other academic sources' reporting of traditional life in Africa compare to Alex Haley's research into his family's past?
 - iv. Looking at all of the monographs utilized, students will also make a conclusion regarding their agreement with the historiography within the course textbook.

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

Honors students will be required to take the Writing Workshop about how to conduct research for an academic research paper.

All students will be required to follow the Chicago MLA style for documentation:

- a. Students must follow the proper MLA style of listing all Works Cited—for articles, books, online journals, approved websites and movies.
- b. Students may use either internal citations or footnotes for justification within the text of the paper.

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

In this survey course, all students explore the African-American journey, through slavery and beyond, in an in-depth, sensitive and very conscientious manner. I make them aware, from the start, that they should be prepared to be disturbed. One factor I keep them cognizant

Honors TAP Option by Contract Instructor Proposal

of throughout the course is that hundreds, and eventually thousands to millions, of Americans were constantly opposed to the idea of ownership of another human being. Throughout the course, we discuss the question of why their voices were not more effective during the 17th, 18th and early 19th centuries—in order to legally remove the institution of slavery without war. Having the Honors Project within the normal course will give students far more exposure to the life from which these individuals were snatched, and better understand the trauma of separation. The consideration of how various African tribes might have continued to develop—without European incursions throughout the centuries—will be a key consideration in this project. This type of presentation will hopefully assist a multicultural class of students of the permanent imprint of past institutions—specifically one of America’s most shameful—the peculiar institution of slavery. As I remind them, together we can help solve and prevent the problems associated with slavery’s legacy of racism today.