



**ANTELOPE VALLEY COLLEGE
HONORS COMMITTEE MEETING**

**AGENDA
August 25, 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. May 19, 2014 Honors Committee Meeting Minutes (attachment)
5. OLD BUSINESS
6. DISCUSSION
 - a. Committee Guidelines
 - b. Note Takers
 - c. Honor Options (attachment)
 - d. History 107 - Sarah Burns (attachment)
 - e. History 107 - Griselda Guillen (attachment)
 - f. Biology 101 - Jedi Lobos
 - g. Course Proposals
 - h. Psychology 101 - L. Johnson (attachment)
 - i. Honors Option Contract
 - j. UCLA Conference
 - k. Honors Convocation
 - l. Committee Goals
7. ACTION ITEMS
 - a. Honor Options
 - b. History 107 - Sarah Burns
 - c. History 107 - Griselda Guillen
 - d. Biology 101 - Jedi Lobos
 - e. Course Proposals
 - f. Psychology 101 - L. Johnson
 - g. Honors Option Contract (attachment)
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
May 19, 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, Russell Bierle, Barbara Fredette, Susan Knapp, Angela Koritsoglou, Michael Pesses, Leidy Villarreal, and John Vento
- b. Members absent: Tom O'Neil, Mark McGovern, Igor Marder, Reina Zepeda
- a. Guests: Matthew Jaffe, Mark Hoffer, Tim Lynskey, David Yerkes, Edward Knudsen

2. OPENING COMMENTS FROM THE HONORS COMMITTEE CHAIR

Meeting called to order at 2:06pm

3. OPEN COMMENTS FROM THE PUBLIC

None

4. APPROVAL OF MINUTES

- a. Motion to approve the April 28, 2014 Minutes; motion was seconded.
- b. Motion passed

5. OLD BUSINESS

None

6. ACTION ITEMS

- a. Chemistry 110 Honors Course- Alex Shroer (not present)
 - i. Motion to approve course, motion seconded
 - ii. Discussion
 - a. John Vento described the course. Honors and traditional course students will meet for lecture and lab together, but Honor's students will meet for additional lecture discussion and lab times, will perform inquiry-based experiments, read additional materials, and write a research paper.
 - b. Russel Bierle discussed his experience in Dr. Shroer's Honors class.
 - c. Paul Ahad expressed concerns of putting two classes together, and if honor's students are merely doing additional work, rather than a higher standard of work.
 - iii. Approved unanimously.
- b. English 101 Honors Course- Mark Hoffer
 - i. Motion to approve, motion was seconded.
 - ii. Mark Hoffer describes his course as a critical study of how visual imagery is used for persuasion.
 - iii. Approved unanimously.
- c. Criminology Honors AJ102- Tim Lynskey
 - i. Motion to approve, and seconded.
 - ii. Discussion
 - a. Tim Lynskey described his course in which students will study how a bill is passed into California State law.
 - b. Susan Knapp states concern over which students will take the class, since it is not required for a major or Gen Ed. Tim explains that it is a prerequisite for a required course (AJ206), and that the course is transferrable.

- iii. The proposal was unanimously approved.
- d. English 101 Honors Option- David Yerkes
 - i. Motion to approve; seconded
 - ii. David Yerkes discusses the Honors Option.
 - iii. The proposal was unanimously approved.
- e. Theatre 101 Honors Option- Carla Carona (not present)
 - i. John Vento described the Ooption.
 - ii. Barbara Fredette was concerned that the amount of work required for the option may be excessive. John said that he will request revisions to be presented at the next meeting.
 - iii. The proposal was unanimously approved.

7. DISCUSSION

- a. John Vento presents news of the 100 unit limit that exists for students.
- b. Honors Convocations
 - i. Angela Koritsoglou said that she has received many positive comments that the ceremony was held indoors. Susan Knapp felt that the indoors environment fostered more interaction after the ceremony.
 - ii. Faculty want better clarification for the length of the student introduction speeches. Next year, length and content will be suggested.
 - iii. Twenty TAP students will be entering UCLA in the Fall!
 - iv. The date for next year must be reserved well ahead of time. The 2015 ceremony will also be held in the 13th week, May 8.
 - v. Members liked that recipients were photographed with President Knudsen.
- c. Subject Area Award letters will go out in the Fall to begin the selection process. Angela asked how many students nominees are allowed per discipline. Only two per discipline can be selected.

8. OTHER BUSINESS

None.

9. ADJOURNMENT

Meeting adjourned at 3:05pm

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 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.

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

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

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

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

The student will culture and isolate a microorganism and then observe the effect it has on the growth of certain plant species. This differs greatly in what others do in that it will be a true research project (which is something that is not done in the biology lab).

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

The student must dedicate the time necessary to make the culture media, grow (and isolate) the microorganism as well as prepare the plant for experimentation. Because of the complexity of the project, a good deal of time needs to be dedicated.

Honors TAP Option by Contract Instructor Proposal

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

Students will make the culture media, grow, and isolate the microorganism, as well as prepare the plant for experimentation. Since this is a research project, many different resources will be used, including literature searches (mainly through PubMed) and a lab notebook documenting the work performed. Students will be required to keep a detailed lab notebook as well as a final laboratory report that must be turned in (the format of which will be given to the student).

Due Dates: (Students will regularly meet with the instructor or as needed)

Week 2: Orientation meeting

Week 5: Submit final version of experimental design

Week 8: Present preliminary findings during lab meeting

Week 13: Submit draft of lab report

Week 15: Submit final lab report and turn in lab notebook

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

The student will be required to keep a detailed lab notebook as well as a final laboratory report that must be turned in. A good lab journal/notebook is a tool that is extremely useful to a scientist because it is a written account of what has been done in the lab as well as a way for the scientist to take the written information and use it to reveal answers to questions that may not necessarily be obvious.

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

Since this is a research project, many different resources will be used, including literature searches (mainly through PubMed), and as mentioned in the last answer, a notebook documenting the work performed is critical in a laboratory and so must be kept.

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

As a former AVC student, I can honestly say that if I had the opportunity to perform research BEFORE I attended a university, I would have jumped at the chance to do so. I think the Honors Student will reap the benefits of this option in years to come and will look back at this moment as an influential part to their learning.

Honors TAP Option by Contract Instructor Proposal

Instructor: Sarah C. Burns

(History 107; U.S. History to 1877)

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.

History 107 general course requirements:

This course presents 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. This includes reference to the antebellum political history of California inside the framework of general United States history. (CSU, UC, AVC)

Required Textbooks

America's History, Vol. I (to 1877)

By Henretta, Brody, Ware & Johnson, Seventh Edition (c2008)
Bedford St. Martin's Publishers

Discovering the American Past, Vol. I (to 1877)

By Wheeler & Becker, Seventh Edition
Cengage

During lectures, I invite and encourage students to ask questions on any concepts upon which they need clarification. Inquiry leads to discussion and often serves to enlighten other classmates regarding the topic in question. However, once weekly (Thursdays), the class will be divided into discussion groups for more in-depth study and consideration of various topics integral to the course. On these occasions, you are highly encouraged to participate in the individual group topics, and share your findings with the entire class.

Quizzes

Quizzes will be given approximately every other week (on Thursdays)—for a total of six. On weeks #8 and #16, you will be taking your Midterm and Final Exams respectively. I will not have on-campus office hours, so there will be no provision for making up missed quizzes or exams. You must attend class in order to take quizzes and exams. Quizzes will be worth approximately 20 points each.

Honors TAP Option by Contract Instructor Proposal

Research Paper

I will prepare a separate hand-out explaining my expectations regarding your research paper, and you will be expected to conduct academic research as you prepare for this assignment. Internet sources such as **Wikipedia** will not be acceptable. Please use only the sources I recommend to you. This paper should have no larger than one inch margins, should be approximately eight pages in length, should have clear internal citations, and a Works Cited section in conclusion. This paper will be worth a possible 100 points. In preparation for this research paper, please plan on taking up to four workshops in the TLC (worth 10 bonus points apiece).

Examinations

There will be one mid-term examination, worth a possible 150 points. The final examination will be worth a total possible of 200 points. Each of these exams will be presented in a format to include any of the following: multiple choice questions, term identifications, map exams, and essays. The possible topics for these term identifications and essay questions will be announced to you well in advance of the exams, and study lists will be distributed. Any map exams will be taken from relevant maps contained within your textbook, and will also be announced well in advance.

Additional Project for Honors Students:

Honors students will be expected to do research, create a research paper (minimum eight pages), a Power Point presentation to present to the class, and a handout to accompany that Power Point. This research will be on the following topic: **In Defense of Slavery—the Southern Argument defending their “peculiar institution,”—and the Northern abolitionist arguments against that institution.** As the core for this project, Honors students should read the C. Vann Woodward book, *Mary Chesnut's Diary*, to fully understand the contrasting pictures Chesnut offers in defense of slavery, in criticism of slavery, and the contradicting pictures she presents regarding the “southern gentleman.” In addition to this core research, Honors students should also research (at the minimum) the papers of John C. Calhoun (of South Carolina), as well as the abolitionist papers of both William Lloyd Garrison and Frederick Douglass. Any other records they can find regarding the southern defense and the northern abolitionists' critiques are also welcomed—and must be cleared with the instructor. This paper should have no larger than one inch margins, should be double spaced, a minimum of eight pages in length, should have clear internal citations, and include a total Works Cited section in conclusion.

2. Describe how the option will strive for a high degree of student participation and involvement.
To understand the scope of judgment and criticism emanating from each region (North and South), students will need to consider the differences in religion, lifestyle, economies, industries, geography and climates inimical to each section of the country. Students can gather this information in the regular classroom, as the course progresses. This means that, from the study of 17th century English colonialism, on to 1877, they will need to pay close attention to lecture materials on this topic (inquiring and researching). In addition to Mary Chesnut's Diary and the arguments created in defense of and criticism of slavery, students will need to engross themselves in the era—having a clear understanding of the horrors of the slave trade, the human rights violations inherent in America's peculiar type of human bondage, and the lack of local laws (in most colonies/states) to deal with Maters' and Mistresses' abuse and murder of slaves living on large plantations.
3. What activities, assignments, or readings will provide greater depth and breadth of subject matter?
The instructor will provide guidance into materials created by both PBS and the History Channel, as these serve to enhance their understanding and awareness of the assigned topic. As stated above, there are several core materials to be studied—*Mary Chesnut's Diary* (both a defense and a critique of slavery), John C. Calhoun's writings (in defense of slavery), and any of the abolitionist papers regarding criticism of slavery (William Lloyd Garrison and Frederick Douglass). Other abolitionist work: Theodore Dwight Weld, Gerrit Smith, Lucretia Mott, Sarah and Angelina Grimke (of South Carolina), Harriet Beecher Stowe's *Uncle Tom's Cabin*, and others.

Honors TAP Option by Contract Instructor Proposal

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

Students will be expected to read papers in defense of southern slavery through two lenses: 1) the viewpoint of the southern slave owner, and why they so adamantly justify ownership of another human being, and 2) the viewpoint of an educated northerner, especially an educated physician. Many of the arguments defending and justifying slavery attempt to make strong biological statements regarding the inability of Africans to be educated, their natural inferiority, and even make statements regarding anatomical traits which indicate a smaller brain. Some of this “scientific racism” was created by doctors in the South. Students will be expected to peel back the layers of these growing defenses (especially from the end of the American Revolution, all the way past the Civil War). Were all southerners convinced of these biological arguments? If not, why couldn't they prevail over the race theorists?

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

Students will be expected to follow the MLA style of documentation, and the instructor will provide handouts to assist them. They must include internal citations to credit all sources researched, and they will be expected to rely heavily upon primary sources (diaries, original speeches and articles by the individuals named in this project). The analysis provided by C. Vann Woodward, in his book which reveals Mary Chesnut's Diary, will be very effective in understanding the southern perspective. Other historical monographs may be used. However, most of the report should be composed of a careful weaving together of primary evidence from both sides (North and South).

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

Upon completion of this project, honors students should have a thorough understanding of just how deep the sectional differences between North and South ran, by the eve of the Civil War. They should understand just how differently these two regions developed—from the country's early history (early 1600s)—based upon southern agricultural society, vs. northern industry/mercantilism. They will benefit from understanding how the American Revolutionary ideology of liberty, democracy and republicanism served to create a larger chasm between the two regions (slavery's eventual demise in the North and growth in the South). With both an understanding of diverging economies and southern reliance upon free labor (from the 1600s onward), students will understand how difficult it was for the nation to reunite after 1865—and why the legacy of slavery lives on today.

History 107: Honors Option
Prof. Griselda L. Guillen
gguillen@avc.edu

Description:

Since the authoring of the United States Constitution in 1787, some of our country's most eminent men have debated the place of slavery within this document – does the Constitution protect slavery? Or does it protect the people from slavery? The honors student will tackle this question and decide for himself whether the Constitution does or does not defend the institution of slavery. In preparation for their research, the honors student will first comb through the Constitution to single out any sections that could be interpreted as defending slavery. Next, the honors student will carefully analyze personal letters and entries written by the founding fathers to determine their views on the place of slavery within the Constitution. Lastly, before embarking on their independent research, the honors student will read two articles written by Frederick Douglass and William Lloyd Garrison, two abolitionists with two very different views of the Constitution, to analyze their arguments on whether or not the Constitution defends slavery.

Writing Specifics:

The research paper will be written according to the Chicago Manual of Style. The paper will include an abstract summarizing the author's general argument, a cover page, and a bibliography. The paper must be 8+ pages, must use Times New Roman font, 12 point font, must have justified margins, and page numbers with the honors student's last name on the bottom right corner. The honors student must use a minimum of five primary sources, and two secondary sources. After completing their research paper, the honors student will deliver a seven to ten minute presentation to the class.

Assigned Readings (complete before week four):

The United States Constitution (Roark textbook, A-9 to A-17)

The “inconsistency not to be excused...” (PDF)

[Frederick Douglass, The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery? \(1860\)](#)

[William Lloyd Garrison, One the Constitution and the Union \(1832\)](#)

Schedule (tentative):

Week Four

Group meeting to discuss assigned readings.

Week Four/Five

Student begins their research.

Week Eight/Nine

Group meeting to discuss progress on research.

Student begins writing rough draft.

Week Thirteen

Students submits completed rough draft to professor.

Week Fourteen

Student delivers presentation to class.

Week Sixteen

Student submits completed final draft.

Recommended Readings for primary sources:

[Frederick Douglass, *The Constitution and Slavery* \(1849\)](#)

[Works by William Lloyd Garrison](#)

[Lysander Spooner, "The Unconstitutionality of Slavery," \(1845\)](#)

[Wendell Philips, "Review of Lysander Spooner's Essay on the Unconstitutionality of Slavery," \(1847\)](#)

Recommended Readings for secondary sources:

David Waldstreicher, *Slavery's Constitution: From Revolution to Ratification* (2009)

Paul Finkelman, *Slavery and the Founders* (1996)

Helpful Resources for digitized primary source material:

<https://archive.org/details/texts>

<http://www.hathitrust.org/>

<http://www.gutenberg.org/>

**ANTELOPE VALLEY COLLEGE
HONORS PSYCHOLOGY 101
FALL 2014**

CRN: 72789	SECTION: Honors	TIME: 2:15-3:15 pm
INSTRUCTOR:	L. Johnson	DAYS: Monday and Wednesday
VOICE MAIL:	661-722-6300 Ext: 2659	BUILDING: LS1 ROOM: 124
E-MAIL:	ljohnson@avc.edu	OFFICE HOURS: Wednesday 11-12:00pm
ADVISORY:	Eligibility for College Level Reading and English 101	OFFICE LOCATION: BE 124
TEXT:	Introducing Psychology 2 nd Edition	
AUTHORS:	Schacter, Gilbert, Wegner	ISBN-13: 978-1-4292-4230-1
WEBSITE:	www.worthpublishers.com	ISBN-10: 1-292-4230-2

COURSE DESCRIPTION

This course uses scientific method to explore brain function and behavior in both humans and animals. Students are introduced to major concepts in psychology including; origins of psychology; scientific method; biological, physiological and cognitive processes; learning theory; intelligence; life span, development; personality; social behavior; psychological disorders, therapy and treatment. This course meets general education requirements for transfer level classes and will prepare students for advanced coursework. (3 units, CSU, UC, AVC)

In this Honors class we go beyond the psychology 101 course description. We will be using a seminar format which requires extensive preparation outside the classroom. Class time will be engaged in Socratic dialogue, prepared questions from students and instructor, debates, presentations and activities to stimulate critical thinking and create a deeper more extensive knowledge base.

OBJECTIVES

- ✓ Identify and evaluate major theoretical perspectives in the field of psychology
- ✓ Identify and evaluate scientific research methods
- ✓ Write in a scientific manner using (APA) format
- ✓ Distinguish major concepts in psychology and assess the impact of each on human and animal behavior

STUDENT LEARNING OUTCOMES

- ✓ Evaluate major theoretical perspectives of psychology
- ✓ Write in scientific manner using (APA) format-Literature Review/Analytical/Reflective
- ✓ Knowledge Base of Psychology
- ✓ Research Methods in Psychology
- ✓ Critical Thinking Skills in Psychology
- ✓ Application in Psychology
- ✓ Values in Psychology
- ✓ Communication Skills
- ✓ Sociocultural Awareness/Multiculturalism
- ✓ Personal Development

COURSE POLICY

Please refer to the AVC Fall 2014 Schedule of Classes or Student Handbook, for the current academic calendar, administrative policy and procedure such as add/drop dates, repeating courses, academic honesty, student services, campus safety, student conduct, and other important information. This information can also be found at the AVC website: <http://www.avc.edu>

- Students with physical, psychological, visual, and communication or learning disabilities will be afforded accommodation through the Office of Disabled Students Programs and Services.
- Students who are excessively noisy, use cell phones, laptops etc., not prepared for class, bring uninvited guests, or are a disturbance to the function of the classroom will be asked to leave.
- Students may be dropped for non-attendance by the instructor as stated in AVC Student Handbook.
- Should a student decide to drop it is their responsibility to complete the drop procedure.
- Students more than 15 minutes late may be marked absent.
- Students leaving class prior to dismissal may be marked absent.
- Students more than 15 minutes late for an exam will receive an automatic 10-point loss.
- Students will be expected to remain in the classroom when taking an exam.
- There is no make up work in this class. Students who miss an exam will need to consult with the instructor.
- **ATTEND CLASS FOR STUDY TIPS, ONLINE RESOURCES, EXAM TIDBITS AND SCHEDULE CHANGES**

REQUIREMENTS

- 1) 4 Exams (100 points each)
 - Each Exam will be made up of 35 multiple choice questions worth 2 points each and two written tasks each worth 15 points.

- 2) 3 Short Analysis Papers (APA) format (50 points each)
 - Your Name
 - Specific source or your topical event such as a newspaper, news broadcast, book, journal, commercial, movie, song, etc.
 - Appropriate (APA) citation
<https://owl.english.purdue.edu/owl/resource/560/01/>
 - Minimum 2 pages
 - Summary minimum half page
 - Analysis and context to class and text minimum half page

- 3) 4 In Class Assignments (50 points each)

- 4) 1 Topic Analysis Paper/Student Select (APA) Format (100 points)
 - Your Name
 - 1 Academic Journal Article and 2 other resources
 - Appropriate (APA) citation
<https://owl.english.purdue.edu/owl/resource/560/01/>
 - Minimum 4 pages
 - Literature Review
 - Summary
 - Analysis and context to class and text

METHOD OF EVALUATION	POINTS
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1) 4 Exams (100 points each).....	400
2) 3 Brief Analysis Papers (50 points each).....	150
3) 4 In Class Assignments (50 points each).....	150
4) 1 Student Topic Paper (100 points each).....	100

Total Points: 800

Overall Grade Scale:

A = 800 - 717	90%
B = 716 - 637	80%
C = 636 - 557	70%
D = 556 - 477	60%
F = 476 - 0	50%

Break down of grading for each assignment will be presented in class.

STUDENT LEARNING OUTCOMES AVC

Antelope Valley College has implemented Student Learning Outcomes (SLO's) into our curriculum. SLO's are a means to establish an internal measure of teaching effectiveness and are used in a variety of ways. Students will be given a brief assessment task at various points in the semester. The information collected will be used to help establish standardized testing and teaching methodology in the classroom, and provide a means for a systematic and regular review of program quality. This in turn helps establish budgeting and allocation of resources leading to improvements for Antelope Valley College. More information on student learning outcomes can be found in the Student Handbook. Students will receive specific information regarding Student Learning Outcomes and assessments throughout the semester. Any information collected for the SLO assessments is independent of student classroom work and cannot be used as part of the student's grade.

Student Learning Outcome (SLO) Assessment Topics:

SLO # 1 American Psychological Association (APA) Writing Style and formatting

SLO # 2 Psychological Theory, History and Research Methodology

SLO # 3 Multiculturalism

STUDENTS WITH DISABILITIES ACT

Students who have a legally protected disability under the Americans with Disabilities Act (ADA) or California discrimination law, and need reasonable accommodation to participate fully in this class, please make an appointment to see the instructor during office hours.

AVC ACADEMIC HONESTY POLICY

Academic violations include but are not limited to dishonesty, cheating or plagiarism. Plagiarism involves using other's work without giving proper credit, whether done accidentally or on purpose. This includes not only ideas, but also graphs, artwork, music, maps, statistics, diagrams, scientific data, software, films, videos, and the like. Plagiarism can be 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. Students are always responsible for any plagiarism. If an instructor determines that a student has cheated or plagiarized he/she has the right to give an "F" for an examination or other piece of work.

"Coming together is a beginning; keeping together is progress; working together is success." Henry Ford

Class Schedule

Topic Area I: Where did psychology come from and what does it do?

Week/Days	In Class	Preparation
1 M-08/18 W-08/20	<ul style="list-style-type: none"> Orientation/Syllabus Self-Introductions/Class Goals SLO-Student Learning Outcomes 	<ul style="list-style-type: none"> Ch. 1 Psychology: The Evolution of a Science Focus: Origins/History Supplemental: Video Clip Nature vs Nurture (Worth Film Anthology)
2 M-08/25 W-08/27	<ul style="list-style-type: none"> Select Paper Topics Small Groups/Assignment Research Activity Descriptive Research/Natural Observation Generate Theory and Hypothesis Class Round Table Ethics of Animal Research- Middle Ground 	<ul style="list-style-type: none"> Ch. 2 Methods in Psychology Focus: Goals-Describe, Explain, Control and Predict Supplemental: Web Articles-APA Research Ethics 1) www.apa.org/monitor/jan03/principles.aspx 2) http://web.stanford.edu/group/hopes/cgi-bin/wordpress/2010/07/animal-research/
3 M-09/01 W-09/03	<ul style="list-style-type: none"> Monday 09/01 Labor Day No Class Discussion 1) How neurons communicate 2) Your Fight or Flight system 	<ul style="list-style-type: none"> Ch. 3 Neuroscience and Behavior (Part I) The Nervous system Focus: Nervous System Communication Supplemental: Web Article-Fight or Flight http://learn.genetics.utah.edu/content/cells/fight_flight
4 M-09/08 W-09/10	<ul style="list-style-type: none"> Discussion Brain and Behavior: Phineas Gage Revisited 	<ul style="list-style-type: none"> Ch. 3 Neuroscience and Behavior (Part II) The Brain Focus: Processing Information Supplemental: Film Brain and Behavior: Phineas Gage Revisited (Worth Video Anthology)

➤ **09/10/14 WEDNESDAY EXAM I CHAPTERS 1, 2, 3, 4
SHORT PAPER 1 DUE**

➤ **TRACK PROGRESS**

EXAM I	GRADE =	POINTS =
SHORT PAPER 1	GRADE =	POINTS =
IN CLASS ASSIGNMENT	GRADE =	POINTS =

Topic Area II What does higher level thinking mean?

Week/Days	In Class	Preparation
5 M-09/15 W-09/17	<ul style="list-style-type: none"> Select Paper Topics Discuss Papers Film: Connections- Sensations Organizing the Outside World 	<ul style="list-style-type: none"> Ch. 4 Sensation and Perception Focus: Five Basic Senses Supplemental: Material for Short Paper I Current Event Magazine, Newspaper, TV
6 M-09/22 W-09/24	<ul style="list-style-type: none"> Small Groups Cocktails, Anyone? Selective Attention Discussion Sleep and Dream Patterns 	<ul style="list-style-type: none"> Ch. 5 Consciousness Focus: Sleep and Dreams Supplemental: Website http://web.stanford.edu/~dement/ * Sleep/Dream Journal
7 M-09/29 W-10/01	<ul style="list-style-type: none"> Sing-a-Long Memory Test Discussion Eyewitness Testimony Small Groups/Assignment Re-design J. Watson's "Little Albert" Experiment 	<ul style="list-style-type: none"> Ch. 6 Memory Focus: Storage of Memories Supplemental: Video Clip <i>Eyewitness-Dateline NBC (2001 [April 16], 20 min, NBC News).</i> Ch. 7 Learning (Part I) Focus: Ivan Pavlov Classical Conditioning Supplemental: Web Article http://www.apa.org/monitor/2012/03/little-albert.aspx
8 M-10/06 W-10/08	<ul style="list-style-type: none"> Class Exercise Reinforcement Schedules Gambling/Addictions Discussion Positive and Negative Reinforcement Personal Examples 	<ul style="list-style-type: none"> Ch. 7 Learning (Part II) Focus: BF Skinner Operant Conditioning Supplemental: Website-Operant Conditioning http://www.teachpsych.org/otrp/resources/negre

➤ **10/08/14 WEDNESDAY EXAM II CHAPTERS 4, 5, 6, 7
SHORT PAPER 2 DUE**

➤ **TRACK PROGRESS EXAM II GRADE = POINTS =
SHORT PAPER 2 GRADE = POINTS =
IN CLASS ASSIGNMENT GRADE = POINTS =**

Topic Area III What makes me act this way?

Week/Days	In Class	Preparation
9 M-10/13 W-10/15	<ul style="list-style-type: none"> Paper Topic and Progress Class Exercise Facial Expressions of Emotion "Posing" 	<ul style="list-style-type: none"> Ch. 8 Emotion and Motivation Focus: Emotional Experience Supplemental: You Tube <i>Emotions and Facial Expression</i>
10 M-10/20 W-10/22	<ul style="list-style-type: none"> Round Table Intelligence and IQ Testing Advantages and Disadvantages 	<ul style="list-style-type: none"> Ch. 9 Language, Thought and Intelligence Focus: Intelligence and IQ Testing Supplemental: Website http://www.iqtest.com http://www.damninteresting.com?p=207
11 M-10/27 W-10/29	<ul style="list-style-type: none"> Guest Speaker Andi Leigh, MSW Foster Family Supervisor Children's Welfare/Abuse 	<ul style="list-style-type: none"> Ch. 10 Development Focus: J. Piaget's Theory of Cognitive Development Supplemental: Website http://dcfs.co.la.ca.us/faq.html Child Welfare/Abuse
12 M-11/03 W-11/05	<ul style="list-style-type: none"> Peer Learning/Assignment Personality Tests On line Testing Bring Results Round Table Who was Freud? Psychoanalysis; Relevant today? 	<ul style="list-style-type: none"> Ch. 11 Personality Focus: Freud and the Psychodynamic Approach Supplemental: Feature Film <i>The Secret Diary of Sigmund Freud (1984, 90 min)</i>

➤ **11/05/14 WEDNESDAY EXAM III CHAPTERS 8, 9, 10, 11
4 PAGE TOPIC PAPER DUE**

➤ **TRACK PROGRESS EXAM III GRADE = POINTS =
4 PAGE TOPIC PAPER GRADE = POINTS =
IN CLASS ASSIGNMENT GRADE = POINTS =**



*“The more I learn, the more I realize I don’t know. The more I realize I don’t know, the more I want to learn.”
—Albert Einstein*

HONORS OPTION CONTRACT

Student Name _____ ID# _____
(type or print clearly) (type or print clearly)

Course _____ CRN _____ Semester/Year _____
(type or print clearly)

Instructor Name _____

FACULTY MENTORSHIP GUIDELINES

Your role is to mentor and guide the student in the conception of the Honors Option project, develop the proposal, and then implement and complete the contract approval process. You should plan to meet frequently throughout the semester with the student to go over her or his progress, review drafts, and suggest avenues to pursue. It is imperative that you keep detailed records of scheduled meetings and assignment due dates. At the end of the semester, you will assess whether the student has fulfilled the terms of the Honors Contract to your professional standards and communicate with the Honors Coordinator whether the contract has been completed.

Instructions: (Faculty must complete.)

I. Describe the form / format the Honors Option project will take. (Check all that apply.)

- Research Paper
- Presentation
- Research Journal
- Computer Program
- Laboratory research
- Quantitative / Qualitative Research Project
- Creative Writing or Fine Arts Portfolio
- Film
- Volunteer work
- Other

II. Which of the following learning objectives will the student achieve through completion of this Honors project? (Check all that apply.)

- ___ Provide content about the history or background of the field being studied
- ___ Show an awareness of some of the field’s major theories or current trends
- ___ Practice an application, field experience, or case study
- ___ Utilize research methods including proper documentation for that discipline
- ___ Demonstrate critical thinking and/or meta-cognitive abilities
(an example of demonstrating meta-cognitive ability is to keep a reflective journal)

III. Which of the following Institutional Learning Outcomes will this project support? (Check all that apply.)

- ___ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
- ___ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
- ___ Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Sciences and Mathematics.
- ___ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
- ___ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and an understanding of the role of diversity in modern society.
- ___ Identify career opportunities that contribute to the economic well being of the community.



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IV. Honors Option Summary and Guidelines:

Instructor: Please **attach a typed, 1-2 page summary** which details the project or assignments you have designed for the Honors Contract. Projects may be student- or faculty-inspired. The summary must address all of the following areas:

1. **Project Goal, Driving Question, and Thesis:** What is the ultimate learning goal of this project? What question drives all the work on this project?
2. **Project Outcomes:** What will be the outcome and/or evidence of completion of this project? Be specific about quantity whenever possible.
3. **Project Methods:** What methods will the student use to complete this Honors activity? For instance, what are some of the sources (books, journals, personal interviews, etc.) a student will use as he/she completes the project? Be specific.
4. **Project Process, Timeline, and Due Dates:** Please detail the steps you will require a student to take to complete your Honors project or assignments along with a timeline for each stage of completion. Since you are required to have scheduled meetings with your student, indicate how often you and your student will meet. (If necessary, additional forms can be attached to this document.)

Tips for Successful Honors Options:

- ❖ **Build the project around a guiding idea that has the right scope and depth.**
- ❖ **Be sure the project relates to and supplements the course material.** It’s okay to be creative but remember to keep the focus related to the course subject material. Remember, this is not an independent study project.
- ❖ **Avoid “book report” type projects.** This isn’t about regurgitating information, but rather synthesizing it, creating something new, or looking at things from a unique perspective.
- ❖ **Make the basics clear:**
 - *What* will you have your student do?
 - *Why* are you doing this? What question are you trying to have your student answer? What skill(s) are you trying to develop?
 - What *OUTCOME(s)* will there be to this project? What evidence will there be that the work has been completed. Quantify and give details!
 - What *METHOD(s)* will you use?
 - What is the *TIMELINE* for the contract work? Break it down.
 - What *RESOURCES* will this student use in this project?



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HONORS OPTION CONTRACT TERMS OF AGREEMENT

- Honors contracts are enacted voluntarily by both instructor and a student that is a member of the Honors program.
- Honors contracts are designed and proposed by the instructor and student and submitted by the 4th week of the semester (fall and spring) and the 2nd week of summer session. Exceptions may be made with permission from the Honors coordinator.
- Honors contracts are approved by the Honors Coordinator and/or Honors committee members.
- Honors contracts must be completed by the end of the semester; there are **no** incompletes allowed for Honors contracts.
- An Honors contract is evaluated by the instructor solely on the basis of whether or not its requirements were completed satisfactorily and the *student maintains satisfactorily progress throughout the course*.
- A student may choose to discontinue a contract at any time during the semester. However if this occurs twice, a student may be subject to additional inquiry by the Honors coordinator.
- Instructors are able to terminate contracts, especially if the student is not performing satisfactorily in the various course assignments and assessments.
- Honors Contracts are available for GE transfer-level courses only (3 units or higher).
- Notation on student’s transcript = “(H)” will appear after the course title on the student’s transcripts. For example: Political Science 101 (H)

Student and Faculty Signatures

By signing below I am indicating that I have read, and will comply with, all terms of the Honors Option Contract.

Print Student Name

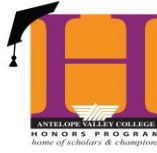
Student Signature

Date

Print Instructor Name

Instructor Signature

Date



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FACULTY PROFESSIONAL DEVELOPMENT CREDIT INSTRUCTIONS

Faculty may claim up to 2 hours of FPD for each contract, and no more than 20 hours for the academic year.

Instructions:

1. To claim credit for Honors options, please email your dean, John Vento (jvento@avc.edu) and Nancy Master (nmasters@avc.edu) with the names of the students that you worked with during the fall and spring semesters.
2. **HONOR OPTIONS**
3. Below is a sample

Dear Awesome Dean

I did 10 honors contracts with the following students:

Jane Goodall
Sandra Day O'Connor
Albert Einstein
Abraham Lincoln
John Wooden
Golda Meir
William Gates
Albert Schweitzer
Georgia O'keeffe
Margaret Thatcher

I will claim 20 hours for faculty professional development **in Standard 3.**

Thank you,
Han Solo

4. John Vento will reply to the email with a confirmation.
5. Print a copy of the email and submit it to Nancy Masters in the Senate office by the final deadline for your FPD contract.

Please remember you CANNOT claim anymore than 20 hours total for the academic year for this (adjunct faculty are limited to 10 hours each semester total).