

HONORS COMMITTEE AGENDA

Monday, December 4, 2017

L-202

2:00PM

Type of Meeting: Regular

Note Taker:

Please Review/Bring: Agenda Packet

Committee Members:

John Vento, Faculty Chair

Dr. Tom O'Neil, Division Dean

Susan Knapp, Counseling

Angela Koritsoglou, RL Representative

Rae Agahari, AH Representative

Kathy Bingham, HSS Representative

Dr. Mark McGovern, MSE Representative

Pavinee Villapando, MSE Representative

Bassam Salameh, MSE Representative

Dr. Alexandra Schroer, MSE Representative

Dr. Matthew Jaffe - SBS Representative

CTE Representative - **VACANT**

Library Representative - **VACANT**

TAP Representative - **VACANT**

Alpha Iota/ASO Representative - **VACANT**

Items	Person	Action
I. Call to Order and Roll Call		
II. Opening Comments from the Chair	J Vento	
III. Open Comments from the Public		
IV. Approval of Minutes	ALL	a. October 30, 2017 Honors Minutes (attachment)
V. Old Business		
VI. Discussion Items	J Vento	a. Course Proposals b. English 103 Hollie Martin (attachment) c. English 253 Tino Garcia (attachment) d. Honors Membership Update e. Honors Leadership
VII. Action Items	J Vento	a. English 103 Hollie Martin b. English 253 Tino Garcia
a. Other Business		
b. Adjournment		

Next Meeting:

HONORS COMMITTEE MINUTES

Monday, December 4, 2017
L-202
2:00PM

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

Committee Members:

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

GUEST: Tino Garcia

Items	Person	Action
I. Call to Order and Roll Call		Meeting was called to order at 2:12 pm.
II. Opening Comments from the Chair	J Vento	None
III. Open Comments from the Public		None
IV. Approval of Minutes	ALL	October 30, 2017 Honors Minutes Approved
V. Old Business		
VI. Discussion Items	J Vento	<ul style="list-style-type: none"> a. English 103 Hollie Martin (attachment) b. English 253 Tino Garcia (attachment) c. Honors Membership Update John Vento announced that the honors program membership has reached 550 students. d. Honors Leadership John Vento announced that future leadership for honors program will be split up among several individuals. More details on this in February.
VII. Action Items	J Vento	<ul style="list-style-type: none"> a. English 103 Hollie Martin - APPROVED b. English 253 Tino Garcia - APPROVED
a. Other Business		
b. Adjournment		Meeting was adjourned at 2:46pm.

Next Meeting: February 5th, 2018



Honors Transfer Alliance Program Course Proposal

Instructions: Use this form to propose an honors section of a course. Honors sections of courses must fulfill all requirements of the Course Outline of Record, but they are distinguished from traditional courses in a number of ways:

- Innovative and active teaching learning method
- Depth and breadth of material
- Emphasis of critical thinking
- Use of technology, supplemental readings, practical applications

The following criteria will help the Honors committee to determine if the course will be distinguished from a non-honors course. **Please be very detailed and specific in your responses.**

Course Number and Title: English 103H: Critical Thinking and Research (Instructor Hollie Martin)

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

Yes Course will provide content about the history or background of the field being studied.

Yes Course will show an awareness of some of the field's major theories or current trends.

Yes Course will require students to perform a case study, field experience, or other application.

Yes Course utilizes research methods including proper documentation for the discipline.

Yes Course will help students to demonstrate critical thinking and/or meta-cognitive abilities.

- 1. Please provide an overview of your proposed course. Be sure to show how it differs from the traditional course. Please provide a copy of the syllabus for the traditional course (included it at the end of this document)**

According to the COR for English 103, the course “is an advanced composition course that gives students instruction and practice in critical thinking and argumentative writing skills through a blend of research, awareness of language and a study of the basic principles of logical analysis. Students learn to interpret and analyze complex texts, write concisely and convincingly, conduct research with efficiency and successfully incorporate secondary sources in support of their own analytical arguments.”

This course will follow the above material, but in addition we will explore the course content with more focus and depth. We will be focusing on Consumer Culture and Materialism as a theme, which is the way we as a country place so much emphasis on shopping and acquiring goods (and then throwing them away).

Consumer Culture encapsulates America's soul. “The American Dream” is our collective mythology, the religion of a people desperate to live “The Good Life.” The economic crash of 1929, and the PR dream of Edward Bernays, led to the acquisition of as many goods as possible. Today we own more than we could ever use (while being strapped with heavy consumer debt) and trample other ethnicities, genders, nations, and life forms to maintain the pastoral, Caucasian-male vision of sprawling McMansions (especially on the West Side of the Antelope Valley). And while multiple studies demonstrate how the pursuit of money does not equate the pursuit of happiness, many of us Americans believe the opposite.



So here will be our research questions for the course: While our beliefs about consumer products help to create a seemingly stable (global) economy, do they adequately nurture the emotional and spiritual elements of humankind? How are our lives effected individually, collectively within the family unit, and globally, especially on an environmental scale?

2. Explain how the course will be flexible in format and teaching methodologies. Describe how the course will strive for a greater degree of student participation and involvement.

I will be incorporating lecture, group work, individual work, and guest lecturers, if not in person then virtually through the form of videos and documentaries. Students will receive a participation grade for contributing to class discussions, and every student will be required to give an oral presentation on their research paper. I will also require on-line participation on Canvas (see point 4).

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter? Describe writing assignments and discuss how the course will foster critical thinking?

Students will be writing a total of five papers, but mixed within those assignments will be smaller independent reflective pieces and group presentations. The class will also be required to present their research paper in an oral delivery.

Our primary text will be *Everything's an Argument* by Lunsford, which includes the rhetorical devices of argument of fact, evaluation, causality, and the like, which will then inform their five essays. Our additional readings (which will be analyzed in the essays and group work) are *The High Price of Materialism* (Kasser), *What Money Can't Buy* (Sandel), *Spent: Sex, Evolution, and Consumer Behavior* (Miller).

4. What supplemental readings will be assigned and how will independent reading be determined and assessed? Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

I will be collating a series of readings for them to look at (uploading them onto Canvas) and requiring a discussion board participation to talk about the readings with their peers and answer a series of questions about them. Essays 1, 2, and 4 will require outside research (beyond the class sources), written in proper MLA format.

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

The research paper for the course will require the students to adopt a store that is local to them from a provided list (one student per store) and perform field research on that store (using the principles established by Geoffrey Miller in his work *Spent* as a point of reference). They will be required to interview, observe, and create primary research material to then incorporate into their papers, all for the ultimate goal of declaring if this store helps to perpetuate the negative associations with consumer culture, or does it rise above it and use the consumer model from a more beneficial position. I haven't



yet considered guest speakers, but I may reach out to faculty in other disciplines who would like to discuss this point in our classroom.

6. The course fulfills which of the following:

General education requirement and Major requirement



Honors Transfer Alliance Program Course Proposal

Instructions: Use this form to propose an honors section of a course. Honors sections of courses must fulfill all requirements of the Course Outline of Record, but they are distinguished from traditional courses in a number of ways:

- Innovative and active teaching learning method
- Depth and breadth of material
- Emphasis of critical thinking
- Use of technology, supplemental readings, practical applications

The following criteria will help the Honors committee to determine if the course will be distinguished from a non-honors course. Please be very detailed and specific in your responses.

English 253H: African-American Literature

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 course. Be sure to show how it differs from the traditional course.**

This course surveys the literary, social, and cultural aspects of African American novels, drama, short stories, essays, and poetry, with a concentration on material from the last century to the present, and its relevance to the many histories, writings, and voices that have both shaped and reflected African American experience. How African Americans see and portray themselves, and how they are seen and portrayed by others, in relation to the dominant Western culture, to issues of racism and sexism, and to the themes of identity, representation, and social power, will be critically explored.

The COR outlines typical assignments as follows:

- Depending on the genre and assignment, the weekly assignments will include the following:
- a) short stories, poems, chapters from novels and nonfiction works, drama



- b) supplemental material (instructor handouts) on the elements of literature
- c) additional readings (instructor handouts) exploring history, background, critical theory, and analysis of the selected works.

The COR continues:

Students will be required to write at least 6,500 words throughout all compositional tasks, some of which will include practice of research skills. These assignments may include reading responses, journals, critical essays, and analytical research papers using MLA documentation and format.

While we will do all of these, English 253H, goes beyond the traditional course in its extensive use of diverse, major texts (including some that touch on the literature of the diaspora) and in the focus on critical research and academic presentations. Our class will require reading a whole novel and writing a critical essay on it (as I outline below in reference to the Book Club component of the course), rather than just chapters of a novel or nonfiction work, as in the traditional course. Moreover, students will write at least 8,000 words total. But more than reading and writing more pages, students will be challenged by the format of the course and the ways that materials will be presented to them and how they themselves will be presenting the material. In particular, the seminar style, the Conference Panel, the guest speakers, and the Book Club distinguish the Honors course from the traditional one.

2. Explain how the course will be flexible in format and teaching methodologies. Describe how the option will strive for a high degree of student participation and involvement.

This course will not center around traditional lectures on the material or around literature as a text on a page. The students, the texts, the professor, and guest speakers will all share the stage. Rather than a “sage on the stage,” the teaching approach will be student-centered, interactive, collaborative, and flexible. The course will operate in a seminar style, with an emphasis on student engagement, collaborative participation, and the Socratic discussion and questioning of texts and ideas. Several times we will formalize the seminar format and analyze texts through Socratic Seminars, which are dialogues that require close readings of texts, critical textual analysis, and openness to the ideas of others. Socratic seminars also explicitly require higher order questioning (i.e., Bloom and Costas Levels of Inquiry) that includes analysis, synthesis, evaluation, and application of ideas, and myriad habits of mind.



For several class sessions students will lead a Conference Panel, the inclusion of which shows a flexible format and demands a high degree of student participation (as elaborated below).

Students will also be engaged and challenged by several guest speakers with expertise on various topics; students will be expected to engage and challenge the speakers in an academic, Socratic fashion.

In addition to the guest speakers, some of whom will perform literature, the materials presented in the class will not simply be readings on a page, but will include analysis of audio and visual presentations, including audiobooks, music, podcasts such as iTunes U, etc. We will explore connections between music and film and literature. For example, we will explore the connections between literature and Jazz, Rhythm and Blues, Hip-Hop, including their vernacular processes (e.g., what does Ellison's *Invisible Man* have to do with both Duke Ellington and Louis Armstrong and Kendrick Lamar and Black Star?). We will also examine film versions of novels and plays and recent documentaries on certain figures (e.g., Baldwin and Angelou) in order to view their wide-ranging pursuits and broader contextual significance.

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

Two major projects of the course will provide greater depth and breadth of subject matter than a non-Honors 253: the Conference Panel and the Book Club reading and paper.

The Conference Panel aims to familiarize students with academic culture and practice generally, and academic conference culture and practice in particular, by making them responsible for becoming a scholar or “expert” by presenting to the class on a key figure or text as part of a conference panel. During the early to middle part of the term, students will be assigned a day to present after having conducted advanced research (more on this below): they will present information to the class individually, participate in discussion among panel members, and then field questions from the rest of the class. Their discussions and the questions raised will in the first part of these sessions will then be used for the rest of the class period as a touchstone for our exploration of that particular text or figure. Students will also have the opportunity to reflect on this experience in the final reflection essay.



The other major component that distinguishes the class as Honors-level is the Book Club. Students will choose a major novel to read from a group of novels preselected by the instructor. Students will work read independently but also collaboratively as they will meet to discuss the work several times. They will also make a joint presentation to the class after completing the book, making an argument for why others should read the book. The books have been preselected for their literary power as well as their relation to the guiding theme of the class, which revolves around asking what it means to make a home in America and how to make a home in a place that you may feel has not really made a place for you. The works relate to five distinct-but-related geo-cultural regions: Africa, the American South, The American North/Harlem/Chicago, the American West/Los Angeles, and the Diaspora/Caribbean. The novels are by James Baldwin, Toni Morrison, Ralph Ellison, John Edgar Wideman, Yaa Gyasi, and Walter Mosley. Reading a full-length work, rather than an excerpt or shorter work, provides great depth and breadth of understanding of particular authors, contexts, and themes.

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

- Regular textual analysis assignments (1-2 pages, typed, MLA)
- Three source analyses for Conference Panel (1.5 - 2 pages each, typed, MLA)
- Critical analysis and research essay for the Book Club (6-8 pages), including separate annotated bibliography of at least 6 sources
- Final reflection essay (3-4 pages)
- Midterm short answer and short essay exam
- Final short answer and short essay exam

As the above suggests, critical thinking is woven throughout the various assignments for the class. The class requires the student engaging various types of literature (short fiction, poetry, song) and then regularly analyzing them and performing close readings, as well as analyzing critically with secondary sources. Both homework and major papers require multimodal analysis and synthesis of multiple types of sources. For example, the Conference Panel will foster significant critical thinking. Students will prepare for the Conference Panel by doing a source analysis of at least three sources related to biographical, historical, and other critical lenses. This Conference Panel will sharpen and cross-train their habits of mind: metacognition, creative thinking, communication clarity,



responding with awe, applying past knowledge to new situations, thinking interdependently, thinking through the senses, etc.

For the Book Club, at the end of the semester, students will use critical sources and critical theory to write a critical essay on their novel as it relates to the theme of finding a home and making a place in America.

Another way the course will foster critical thinking is through a final reflection essay. At the end of the term, students will write a short essay that requires metacognitive analysis and self-critical reflection on several of the following areas: the student's engagement with the Book Club novel; their research and preparation process related to the Conference Panel; their understanding of academic culture; their understanding of African-American literature, the process and/or product of their written essays; their class participation; and their public self-presentation. Overall, the critical thinking built into the assignments reaches deeper than a normal class due to the range of habits of mind targeted.

4. What supplemental readings will be assigned and how will independent reading be determined and assessed? Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

For at least one exam, the paper related to the Book Club, and the Conference Panel, the student will examine both primary and secondary sources, drawing on secondary sources from our anthology and from outside it. While students will do three source analyses for the Conference Panel, they will produce an annotated bibliography related to the Book Club paper. An additional research opportunity comes in the final reflection essay, in which students can reflect on their research strategies, processes, and the fruits of their researching. All assignments will be done in MLA style.

For the Book Club, at the beginning of the semester students will be given a deadline for completing the novel and will determine their own reading schedule and how it will blend with other assignments for our class and their other classes. There will be a midterm self-assessment of their progress as well as



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

Guest lectures, performances, and/or discussions will also broaden and deepen students' understanding of the materials. For example, one guest speaker will address issues related to African-American literature and the diaspora as it relates to Caribbean writers and that context. Another one will address and/or exemplify vernacular traditions. Inviting in diverse perspectives will allow students to see professors engaging the material in various ways, from different cultural and critical perspectives, which can broaden their awareness of academic culture. These guest speakers can also model scholarly modes of discussion and research. Guest performers can model the literature out loud, giving students a deeper understanding of the work as living and breathing, rather than confined to the margins of our anthology.

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

General education requirement

Major requirement

Elective only