



**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. February 3, 2014 Minutes – attachment
5. OLD BUSINESS
6. DISCUSSION
 - a. Poli Sci 203 Honors Option
 - b. Anthro 101 Honors Option
 - c. Honors Convocation
 - d. Subject Area Awards
 - e. Email Teams
 - f. Foundation Ad
7. ACTION ITEMS
 - a. Poli Sci 203 Honors Option - attachment
 - b. Anthro 101 Honors Option - 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
February 3, 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, Igor Marder, Irene Montalban Tom O'Neil, Michael Pesses, John Vento, and Reina Zepeda.
- b. Members absent: none
- c. Guests: Dave Adams, Griselda Guillen, and Matthew Jaffe

2. OPENING COMMENTS FROM THE HONORS COMMITTEE CHAIR

- a. The meeting was called to order at 2:05pm.
- b. John Vento welcomed the honors committee back and introduced the guests.

3. OPEN COMMENTS FROM THE PUBLIC

- a. None

4. APPROVAL OF MINUTES

- a. Motion to approve the November 25, 2013 minutes; motion was seconded.
- b. Motion passed.

5. OLD BUSINESS:

- a. None

6. DISCUSSION

- a. Honors Convocation: May 9, 2014
 - i. Vento announced that the Convocation will take place from 8am to 11am inside the theater. The committee will discuss the Convocation in more detail at next meeting.
- b. Dave Adams: Business 201 Honors Option
 - i. Dave Adams presented his Honors Option and explained that the class is both well-attended and discussion-based, lending itself well to the Honors Option. He discussed the two papers that Honors students would be required to write and how each one allows students to approach the material from a different angle.
 - ii. The committee discussed the strengths of the proposal and suggested that students choose between one of the two papers.
- c. Griselda Guillen: History 108 Honors Option
 - i. Griselda Guillen presented her Honors Option and discussed both the reading and writing requirement, including the detailed schedule the Honors students would complete during the writing process.
 - ii. The committee discussed the strengths of the proposal, including their interest in the theme and the guided writing process.
- d. Janet Robins: History 113 Honors Option
 - i. Vento presented the Honors Option. He noted that this class is taught at night, which creates variation in the Honors schedule. He discussed the two assignments the Honors students would complete for the Honors option.
 - ii. The committee discussed the strengths of the proposal as well as the writing requirements, which lead to further discussion about whether the

committee should set parameters for the amount of writing Honors students should complete since there is quite a bit of disparity among the various Honors options when it comes to page requirements. The committee decided to continue to evaluate the proposals on a case-by-case basis.

- e. Sarah Burns: History 110 Honors
 - i. Vento presented the Honors Option. He discussed the course theme as well as the assignments the Honors students would complete for the Honors option.
 - ii. The committee discussed the strengths of the proposal, including their appreciation of the class presentation required of the Honors option.
- f. Nari Kim: Communication 101 Honors Option
 - i. Vento presented the Honors Option. He noted that this class is taught at Palmdale and at night, which again creates variation in the Honors schedule. He noted that the speech will be supported with a paper and that Kim will meet with the Honors students and will provide them with specialized lectures.
 - ii. The committee discussed the strengths of the proposal.

6. ACTION ITEMS

- a. Mark Hoffer: English 102 Honors Course Spring 2014
 - i. Motion to approve the course, motion seconded
 - ii. Approved unanimously
- b. Dave Adams: Business 201 Honors Option
 - i. Motion to approve the course, motion seconded
 - ii. Approved unanimously
- c. Griselda Guillen: History 108 Honors Option
 - i. Motion to approve the course, motion seconded
 - ii. Approved unanimously
- d. Janet Robins: History 113 Honors Option
 - i. Motion to approve the course, motion seconded
 - ii. Approved unanimously
- e. Sarah Burns: History 110 Honors Option
 - i. Motion to approve the course, motion seconded
 - ii. Approved unanimously
- f. Nari Kim: Communication 101 Honors Option
 - i. Motion to approve the course, motion seconded
 - ii. Approved unanimously

8. OTHER BUSINESS

- a. Vento explained that the AVC Foundation is hosting the Achievement Awards on Saturday, March 8. He asked the Honors Committee if we should purchase a full-page ad in the Achievement Award Booklet. He noted that there are more than 50 faculty members that are involved in the honors program. We could ask those members to contribute \$10 toward the ad.
- b. The committee agreed and suggested that we could take out a ½ page add if we are not able to generate enough donations for a full-page ad.

9. ADJOURNMENT

- a. Meeting adjourned at 2:58pm

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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.

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

Anthropology 101: Introduction to Physical Anthropology (David Earle)

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 read a set of articles and papers dealing with the topics of primate evolution and the development of bipedal locomotion. The student will evaluate several different arguments and hypotheses related to the emergence of bipedal locomotion among a species or several species of apes during the late Miocene, circa 7- 5.5 million years ago. These hypotheses are based on both inference from living species and the study of the ancient fossil record. This development of bipedalism was the key natural selection driven change in ancestral great ape adaptation that led to the emergence of the ancestral human lineage in Africa. Theories have been proposed as to both why the bipedal adaptation emerged and how it was evolutionarily related to an extinction crisis affecting apes during the late Miocene, 10 to 5 million years ago. The debate over the origin of bipedalism is important to the understanding of ape and Old World monkey evolution from the mid-Miocene Epoch to modern times, and also central to current interpretations of human

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evolution. The student will prepare a paper describing, contrasting, and evaluating the strengths and weaknesses of different proposed hypotheses that have claimed to account for the development of bipedalism. The student will meet with the instructor during weeks 8, 12, 13, and 15, as outlined further below in Section 2.

This option differs from non-honors student course work because it gives the student the opportunity to work directly and in-depth with a set of professional biological anthropology research papers focused on a specific key topic in the course, and to evaluate the strengths and weaknesses of the hypotheses proposed through that research, and the robustness of the data presented to support the hypotheses.

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

The student will be involved in evaluating alternative theoretical arguments that relate to principal topics in Unit I of the course- primate evolution, and in Unit III of the course- human evolution. The option provides the student with the opportunity to discuss the content of the readings and the critical thinking tasks involved in their evaluation with the instructor on an ongoing basis. The student will meet with the instructor on the following schedule:

Week 8: Submit an outline of the paper and discuss outline and assignment work to date with the instructor.

Week 12: Submit a draft of the paper and discuss assignment progress with instructor.

Week 13: Discuss draft with the instructor and other Honors Students.

Week 15: Submit final paper and discuss option and assignment with instructor.

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

Papers and readings to be assigned will be the following:

Isbell, L.A. and T.P. Young

1996 The Evolution of Bipedalism in Hominids and Reduced Group Size in Chimpanzees: Alternative Responses to Decreasing Resource Availability. *Journal of Human Evolution* **30**: 289–297.

Jolly, Clifford

1970 The Seed Eaters: A New Model of Hominid Differentiation Based on a Baboon Analogy. *Man* (ns) 5:5-26.

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Lovejoy, C. O.

1981 The Origin of Man. *Science*. 211:342-350.

Lovejoy, C.O.

2009 Reexamining Human Origins in the Light of *Ardipithecus ramidus*. *Science*, 7431-74e8.

Rodman, P.S. and McHenry, H. M.

1980 Bioenergetics and the Origin of Hominid Bipedalism. *American Journal of Physical Anthropology* 52(1):103-106

Sockol, Michael D., David A. Raichlen, and Herman Pontzer

2007 Chimpanzee locomotor energetics and the origin of human bipedalism. *Proceedings of the National Academy of Sciences*, 104(30):12265-12269.

Wheeler, P. E.

1984 The Evolution of Bipedality and Loss of Functional Body Hair in Hominids. *Journal of Human Evolution* (13): 91-98.

This set of professional papers will provide the basis for the evaluation of alternative hypotheses about the development of bipedal locomotion among our earliest human ancestors.

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

The student will prepare a paper describing and contrasting different hypotheses about the development of bipedalism. This discussion will include a background discussion of Miocene ape evolution and the importance of the emergence of bipedalism for our understanding of primate evolution and the evolution of our early human (hominin/ hominid) ancestors. It will then turn to a review of the key arguments of each hypothesis on bipedal adaptation and a summary of the data on which each one of the hypotheses was based. The student will then provide a discussion of two issues. First, the extent to which the principal arguments or premises of each hypothesis have been backed up by the data presented in the research papers. Second, suggestions as to how the hypothesis might possibly be further tested. The student will then conclude by offering his/her views about whether several of the hypotheses may be combined into a multi-causal theoretical argument or not.

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This assignment provides the student with an opportunity to apply fundamental concepts of the scientific method, including the procedures of hypothesis testing and "falsification", to the evaluation and testing of hypotheses proposed by research specialists within evolutionary biology and biological anthropology. The intellectual process of describing a hypothesis, evaluating its logical premises, and indicating how the data presented may support the hypothesis or not involve high-order critical thinking skills. The assignment also involves the application of critical thinking skills to a discussion of how the hypothesis might be further tested. It will also involve the further development of expository skills of logical presentation and effective communication in organizing and refining, through editing, the student's own arguments in the body of the paper.

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

The option will be based on a research project involving the student's reading a set of articles and papers dealing with the bipedalism topic assigned by the instructor. These will include "primary sources", that is, the writings of researchers proposing specific hypotheses to explain the emergence of bipedalism. These sources will be evaluated by the student as the basis for the assignment paper. The assignment paper will follow the format laid out in the Writing Guide provided to all students in Anthropology 101. This includes the specific version of the social sciences citation and reference styles that is used by the American Anthropological Association and is described in detail in the course Writing Guide.

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

The study of biological evolution in general, and of primate and human evolution in particular, involves the construction of theories based on our knowledge of living plants and animals and our interpretation of ancient fossils. The study of ancient primates and ancient humans is based on skilled inference from limited data. Students are often surprised to discover that the experts disagree about how to interpret these data. This honors option provides the student with an opportunity to further develop their own intellectual skills by critically evaluating alternative scientific hypotheses- both in respect to the logical soundness of the hypotheses themselves, and in respect to the support that available data provide to each of the hypotheses. For students, an understanding of what a hypothesis is and how it can be tested is important. Since this honors option provides an opportunity to identify and evaluate hypotheses having to do with bipedal locomotion, it gives the student an opportunity to better understand hypothesis testing and why researchers may form different theoretical interpretations of the data. Along with the development of critical thinking skills in hypothesis evaluation, the student also will gain experience in preparing

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an analytical research paper, including using proper formatting, citation and reference methods and gaining experience in paper editing and proofreading.

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POLS 203 The Judicial Process – Dr. Nancy Bednar

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

- Option will provide content about the history or background of the field being studied.
 - Option will show an awareness of some of the field's major theories or current trends
 - Option will require students to perform a case study, field experience, or other application.
 - Option utilizes research methods including proper documentation for the discipline.
 - Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.
1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course.

Students who choose the Honors Option will not do the usual brief of a Supreme Court case. Instead, they will write a research paper that traces the development of an important Supreme Court case and at least three subsequent cases that modify (either by expanding or contracting) the scope of the original ruling. The research paper will be longer, more detailed, and require more outside research and references than the regular Supreme Court brief assigned to the class of the class. Here are examples of the research assignments:

*a. Begin with **Brown v. Board of Education** (1954) and trace the development of Supreme Court cases that dealt with racial segregation.*

*b. Begin with **Miranda v. Arizona** (1966) trace the development of Supreme Court cases that dealt with rights of an arrested suspect.*

Honors TAP Option by Contract Instructor Proposal

c. Begin with **Mapp v. Ohio** (1961) and trace the development of Supreme Court cases that dealt with how evidence is to be collected in criminal trials.

d. Begin with **Griswold v. Connecticut** (1965) and trace the development of Supreme Court cases that deal with the right to privacy.

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

I will meet with the Honors Option students throughout the semester and provide a timetable for their work. This is the meeting schedule:

a. Week 3-4: Meet with students individually to give the students the four research options (or allow them to choose one that they prefer) and sign the contract.

b. Week 6: Meet with students individually to see a list of sources the student(s) are using for the paper and a rough outline of the paper.

c. Week 9: Meet with students individually to see the more developed outline of the paper and the beginning of a rough draft of the paper.

d. Week 12: Meet with students individually to discuss a completed rough draft of their paper, including sources.

e. Week 14: Submit a completed paper for grading.

f. Week 16: Present the research to the class on the last day of class. A PowerPoint presentation is a part of the requirement.

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

The research and reading required by the research paper, and the breadth and depth of the research paper will provide greater depth and breadth of subject matter, as will the one on one meetings with me.

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

There is a lot of writing in the regular POLS 203 course. There are three essay exams, two short papers and a long paper. All of these assignments require critical thinking by students. The modification of the Supreme Court brief to a research paper described above will make the student(s) synthesize a great deal of material to create a coherent argument in the research paper. The student(s) will have to prepare a presentation of their paper to the class, which will require them to summarize their ideas in a succinct manner.

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

The research paper will be 10-15 pages in length, require six outside sources (these sources do not have to be less than five years old, political theorists have been working on these issues for at least the last 50 years), use the primary sources of the works of the authors involved and be formatted using the Chicago Manual of Style (the standard in Political Science). The outside sources are secondary sources.

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

This contract will benefit the honors student(s) by making them perform more in-depth research and writing. The addition of the extra reading and research will mirror the expectations of a university junior level class. The use of Chicago Manual of Style will prepare them for the expectations of a university Political Science Department.