

HONORS COLLEGE - COURSE CONTRACT

Student Name: R

Student Banner ID: XXXXXXXXX

Course: ECON5400 - 1 - Economic History Of The Us - Credit Hours 3

Term: Spring 2016

Professor: V.

Initiated By: Suzanne P. Hunter on 01-28-2016

Comments:

This contract needs to be approved by the 15th day of classes.

Professor V. approved on 01-28-2016

Optional Comments:

No Comment Entered

Department Head S. approved on 02-01-2016

Department Head Comments:

No Comment Entered

CONTRACT DETAILS:

1. Describe the Honors component of the course, discussing the nature of the project, how this project constitutes "Honors," and the nature of the "consolidating experience". Be as specific as possible in describing what you will do, including references to specific readings and/or methodologies where appropriate, lengths of required papers or reports, number and nature of presentations, etc. Research papers are typically 8-10 double spaced pages but certain other projects may include a shorter report.

Two components of the class will be altered:

(1) While all students have to do two paper responses, honors students have to do four. These are ~3 page papers responding to original research in economic history. The idea is doing a few more of these responses will prepare the students for (2) below.

(2) Honors students will have to do a 20-30 minute oral presentation (to me) of papers chosen by us in consultation. The idea is to allow them to look at frontier research in economic history, particularly in areas in which they may have particular interest, and explain the current state of research in (a particular subset of) the field. It will allow us to see how well they can understand original research more than paper summaries alone.

2. How does the Honors component differ from normal course expectations (a copy of the syllabus may be provided to illustrate)? Address if the Honors component will be factored into the final grade in the course and, if so, what the grading expectations will be.

The paper responses will just be weighted so each counts for 1/4 (instead of 1/2) of that component of the grade. The additional oral presentation will not factor into the course grade per se.

HONORS COLLEGE - COURSE CONTRACT

Student Name: O

Student Banner ID: XXXXXXXXX

Course: HIST1010 - 001 - World History I - Credit Hours 3

Term: Spring 2016

Professor: R.

Initiated By: Suzanne P. Hunter on 02-01-2016

Comments:

No Comment Entered

Professor R. approved on 02-10-2016

Optional Comments:

No Comment Entered

Department Head N. approved on 02-11-2016

Department Head Comments:

No Comment Entered

CONTRACT DETAILS:

1. Describe the Honors component of the course, discussing the nature of the project, how this project constitutes "Honors," and the nature of the "consolidating experience". Be as specific as possible in describing what you will do, including references to specific readings and/or methodologies where appropriate, lengths of required papers or reports, number and nature of presentations, etc. Research papers are typically 8-10 double spaced pages but certain other projects may include a shorter report.

There are two honors components of the course: a reflection journal and three primary source analysis papers. Honors students will submit a 4-6 sentence paragraph after each lecture on a google doc shared with the instructor. Reflections should begin with a concise, argumentative thesis, support the thesis with 2-3 examples from readings and lecture, and conclude with a sentence reflecting on how the lecture's theme fits within general patterns or themes in world history. The assignment thus encourages students to synthesize the reading and lecture material while practicing analytical and argumentative writing. The instructor will evaluate and assign a grade to each paragraph at the end of every week, while also providing feedback to help improve writing skills.

Students will also complete three primary source analysis papers (PSAPs) of 600-800 words (~2-3 pages). The papers will analyze the following sources.

PSAP 1: Compare the "Laws of Manu" with the "Code of Hammurabi".

PSAP 2: Compare Ibn Khaldun's and Chang Han's perspectives on how merchants relate to their states.

PSAP 3: Compare Father de Halde's report on China with Busbecq's observations of the Ottoman Empire.

These sources are all selections from Peter Stearns, World History in Documents: A Comparative Reader. The short format of the PSAPs encourages focused, concise writing and allows the instructor to provide tailored feedback and track the students improvement in writing skills. In particular the PSAP rubric evaluates the clarity of the thesis, effective selection and use of evidence, analysis of relevant contexts, and the students ability to identify and interpret relevant contrasts between different societies in world history. The PSAPs for each section of the course are due before each objective exam.

These components of the course constitute an Honors experience because they help students develop skills in critical thinking, argumentative writing, and synthesis, beyond what is available in the standard world history course. The short, but frequent, assignments also allow the instructor and student to engage in an extended dialogue about the course material outside of the formal class setting, which in the case of World History, is usually limited to receiving a lecture.

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Student Name: O

Student Banner ID: XXXXXXXXX

Course: HIST1010 - 001 - World History I - Credit Hours 3

Term: Spring 2016

Professor: R.

2. How does the Honors component differ from normal course expectations (a copy of the syllabus may be provided to illustrate)? Address if the Honors component will be factored into the final grade in the course and, if so, what the grading expectations will be.

The standard course consists of four objective multiple choice exams and one group poster; the Honors components described above differ by providing opportunities to develop skills in argumentative writing and critical thinking skills. They also require higher orders of thinking, including synthesizing evidence in support of an argument and analyzing primary source documents. The honors components will not be factored into the course grade; however honors students must receive an average grade of B on the honors components to qualify for honors designation.

HONORS COLLEGE - COURSE CONTRACT

Student Name: M

Student Banner ID: XXXXXXX

Course: MDIA3100 - 001 - Intermediate Filmmaking - Credit Hours 3

Term: Spring 2016

Professor: L.

Initiated By: Suzanne P. Hunter on 02-29-2016

Comments:

No Comment Entered

Professor L. approved on 03-05-2016

Optional Comments:

No Comment Entered

Department Head A. approved on 03-07-2016

Department Head Comments:

No Comment Entered

CONTRACT DETAILS:

1. Describe the Honors component of the course, discussing the nature of the project, how this project constitutes "Honors," and the nature of the "consolidating experience". Be as specific as possible in describing what you will do, including references to specific readings and/or methodologies where appropriate, lengths of required papers or reports, number and nature of presentations, etc. Research papers are typically 8-10 double spaced pages but certain other projects may include a shorter report.

Honor students will explore the role of Voice in sound track design for film in more depth.

The Honors project:

The student will complete a 3-5 min. narrative film project. The focus of the project is to explore the tension between two narrative sources in one scene. The sound will consist of a person telling (in voice-over) of a particular troubling event that has either happened to them or someone they know. The image will consist of a person completing a banal task, which plays off of the voice-over metaphorically without illustrating it. A "score" must accompany the project. The sound mix must be composed of ambient and effects tracks as well as non-diegetic voice (no music may be used). The conceptual focus is on using sound to complicate the meaning of the image. The technical focus is on (1) using non-diegetic sound in relation to diegetic sound, and (2) sound editing techniques to create the illusion of space and movement. (Very important: the student cannot use prerecorded sound from sound libraries—she must record all of her own sound.)

2. How does the Honors component differ from normal course expectations (a copy of the syllabus may be provided to illustrate)? Address if the Honors component will be factored into the final grade in the course and, if so, what the grading expectations will be.

To learn to use sound to evoke images, and to learn to use sound to affect the perception of images are both course objectives for non-honors students. The Honor student will be learning not only how to use effects and ambient sound to effect and evoke images, but will also be doing an additional project (described above) in how to use voice for the same purpose.

This project will be a component of the project exploring mood through ambient and effect sound, which counts 20% towards the student's final grade.

HONORS COLLEGE - COURSE CONTRACT

Student Name: A

Student Banner ID: XXXXXXXXX

Course: FLSP4420 - 001 - Tops In Hispanic Lit And Cul - Credit Hours 3

Term: Fall 2015

Professor: M.

Initiated By: Suzanne P. Hunter on 09-01-2015

Comments:

No Comment Entered

Professor M. approved on 09-04-2015

Optional Comments:

No Comment Entered

Department Head B. approved on 09-05-2015

Department Head Comments:

No Comment Entered

CONTRACT DETAILS:

1. Describe the Honors component of the course, discussing the nature of the project, how this project constitutes "Honors," and the nature of the "consolidating experience". Be as specific as possible in describing what you will do, including references to specific readings and/or methodologies where appropriate, lengths of required papers or reports, number and nature of presentations, etc. Research papers are typically 8-10 double spaced pages but certain other projects may include a shorter report.

For the Honors component of this course, A will be giving a presentation to the class based on research and analysis that she carries out on her own. In this class, we are studying monsters and their meaning(s) in early modern Spanish theater. As we read and engage with the texts, we are looking to understand the ideological frameworks that they promulgate, uphold, or subvert. In so doing, students can then apply these types of analytical skills to cultural media (news, film, social media, etc.) landscape that defines our world today. So, to complete her honors contract, A will be comparing one of the plays that we read to a more recent text with those concepts in mind. In our discussion of this project, we agreed on comparing one of the plays to film, although A has the freedom to include or select from other cultural media as well, if desired. the students are already completing a 7-10 page research paper for the class, which is why we decided on a presentation. The presentation length will be 8-10 minutes.

2. How does the Honors component differ from normal course expectations (a copy of the syllabus may be provided to illustrate)? Address if the Honors component will be factored into the final grade in the course and, if so, what the grading expectations will be.

This project is additional to all course assignments outlined in the syllabus, and will require A to synthesize the concepts highlighted in the class in a way that goes beyond the explicit course objectives. While we draw comparisons to our current socio-cultural milieu frequently in our class discussions, the specific goals of the course are for students to better understand the function of cultural production—namely monsters—in early modern Spain. However, this project will encourage A to apply this approach to culture to the world we live in today in a concrete way, and assist her classmates to do the same.