

The Honors Transfer Program of Skyline College

HONORS CONTRACT

An Honors Contract Course offers a method whereby honors students can receive credit for a course not designated as honors. It is intended for use by students seeking to complete the 15 unit requirement for the Honors Transfer Program completion. Under the Contract Course option, the student and the instructor in consultation with the Honors Coordinator will submit this completed packet verifying that the student has completed all components of the honors contract. The contract is voluntary on the part of the instructor, but necessary on the part of the student as contracts are currently the only method for students to earn honors credit. Once agreed upon by the instructor, the student, and the Honors Coordinator, it is expected that the student fulfill the obligations stated within the contract, and upon the completion the student will submit this completed packet verifying that the student has completed all components. The advantages of doing an honors contract are 1) The student is not limited to program designated courses, 2) A contract provides the opportunity for the student to engage material in depth, 3) Contracts are “low stakes” for students who want to attempt to do honors coursework.

Examples of what the Honors Contract Course might entail:

1. A written product, appropriate to the discipline, with multiple revisions guided by the instructor of the course. The project could substitute for one of the regular course assignments and should reflect a higher level of understanding of the material and extra effort on the part of the student. The final draft should be of outstanding quality.
2. Additional readings of a different type and/or higher technical level from that required of the course. The student should demonstrate an understanding of these readings through a class presentation, an oral examination by the instructor, or a formal paper.
3. Individual research appropriate to the discipline. This may involve more laboratory and/or library work than required of other students in the course. At the end of the semester the research findings should be presented as a paper of superior quality or as a presentation to the class, or at a recognized conference or student research showcase such as the Bay Honors Research Symposium (held the first weekend in May), on campus poster sessions, and/or in an Honors Research Seminar (forthcoming).
4. For courses in the creative or performing arts, class presentations and/or prepared portfolios may be presented, and should be judged by appropriate professional standards.
5. Any mutually acceptable project which examines the course material in broader and deeper perspectives than is expected of other students.

Honors Contract Course – General Guidelines

1. Honors work implies a deeper understanding of the material. A student must therefore receive at least a grade of “B” in the regular course work to earn satisfactory completion of the contracted work. However, honors credit should not be awarded simply for superior performance on the regular course assignments.
2. To add the Honors component to the course, the student may be asked to complete more involved, in depth, wider breadth of study. However, the student will not earn additional credit hours for this work. Therefore, qualitative differences, such as alternate testing, substituting experiential learning assignments for incremental testing assignments, doing independent research on an appropriate topic, are preferable to a quantitative requirement, such as writing an additional paper.
3. The contract is between the honors student and the instructor and should be created and completed by them. A copy of the contract must be submitted to the Honors Transfer Program Coordinator no later than the census date at the beginning of the semester.
4. Honors Contract Courses should be established for UC or CSU transferable courses.

Honors Contract Course – Specific Guidelines

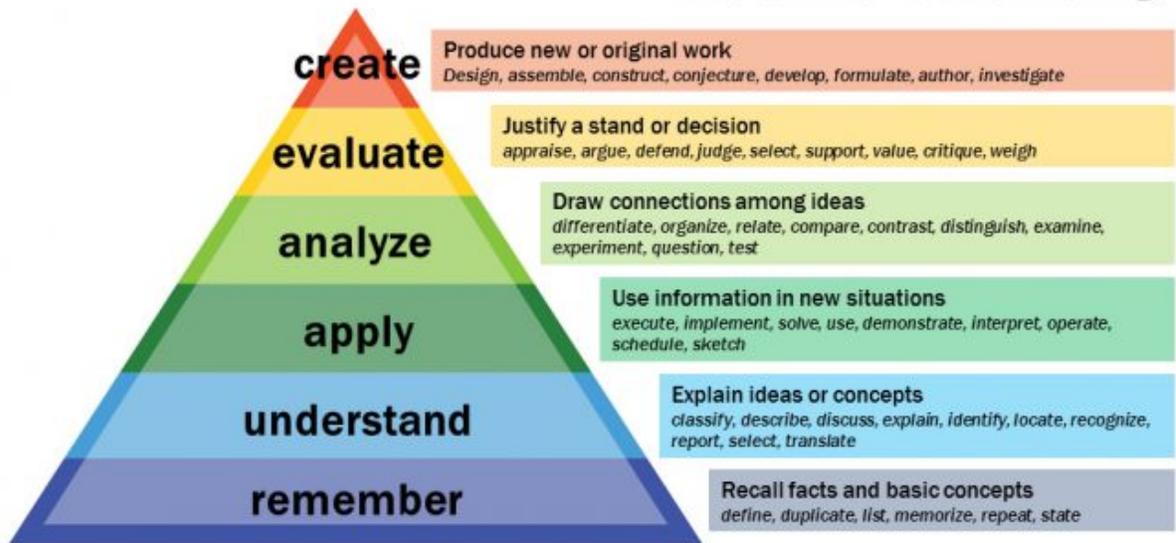
1. Contract must include specific deadlines, benchmarks, and consultations dates with the instructor.
2. Contract must be research-oriented
3. Contract must include a research question to be answered
4. Contract should include well-stated methodology
5. Contract should include a final product, i.e. a presentation
6. Contract should articulate relevancy, including general, cultural, and personal

What an Honors Contract is NOT

1. An extra paper
2. An extra problem set
3. A summary
4. "Busy" work

In short, an Honors Contract should not resemble extra credit in any way, shape, nor form. When preparing the contract, please keep Bloom's Taxonomy in mind, and try to construct the components of your contract with the higher ordered thinking in mind.

Bloom's Taxonomy



 Vanderbilt University Center for Teaching

Honors Contract Procedural Steps Flow Chart



Honors Contract Timeline/Benchmarks

To be completed by: **Student Name**

Deadline: **To be 100% completed on or before the Last Day of Instruction**

Honors Contract

% done	Phase	Due By	Instructor's Signature
	Meet with Instructor for initial consultation	End of Week 2	
	Finalize topic and methodology	End of Week 4	
	Begin Researching	Ongoing	
	Check in with Honors Coordinator for Contract approval	End of Week 5	
	Consultation with Instructor 1		
	Consultation with Instructor 2		
	Consultation with Instructor 3		
	Consultation with Instructor 4		
	Check in with Honors Coordinator regarding Contract progress	End of Week 10	
	Signed and Completed Contract Submitted to Honors Coordinator	Last Day of Instruction	

Arthur Poggenburg
Fall 2019 - Math 253
Professor Leach
September 15, 2019

Math 253 Honors Contract Proposal

Background:

Math 253 is a class that focuses on multivariable calculus. At the core of the class, there are many abstract ideas and difficult concepts that are hard to picture or imagine. One of these concepts being series. The Fourier Series is defined as “an expansion of a periodic function in terms of an infinite sum of sines and cosines”. The importance of this series is how it is used for signal processing. I can conduct research on this topic to not only understand its importance in current technology but also potentially apply what I learn towards my major.

Abstract:

The Fourier Series has many technological applications that may not be known to most people. The series is used in electrical engineering, vibration analysis, signal and image processing and much more. Despite its vast importance, it is hard to understand what it is exactly and how it functions in both a calculus and technological standpoint. How can we demonstrate not only its application in the real world but how it functions and relates back to calculus?

Methodology:

This study will focus on how the Fourier Series relates in calculus and then from there, its real world applications. It is important to demonstrate how the series can be applied in most modern technology. The material for this study will be gathered through pre-existing data and publications that explain the series. From there the data gathered will be applied towards a presentation covering the basics of the Fourier Series and the formulas that correspond to series as well as examples of the technology that uses the series.

Timeline/Benchmarks:

The table below contains the general deadlines for the research project and will serve as a guide throughout the research project.

Phase	Due By
Meet with instructor for initial consultation	September 5, 2019
Finalize topic and methodology	September 12, 2019
Development of presentation	Ongoing
Check in with Honors Coordinator for Contract Approval	September 17, 2019
Consultation with Instructor 1	September 29, 2019
Consultation with Instructor 2	October 14, 2019
Consultation with Instructor 3	October 29, 2019
Consultation with Instructor 4	November 14, 2019
Check in with Honors Coordinator regarding Contract progress	November 29, 2019
Signed and Completed Contract Submitted to Honors Coordinator	Last Day of Instruction

Spanish 130: Honors Contract Proposal

Background:

I visited the Dominican Republic in 2016, the summer before my senior year of high school, and then again in 2018. It is a country that is really special to me and I would really like to dive into its history a little deeper. I am pretty familiar with some of the customs of the country, but in my research project, I will be looking at the history of those different traditions and how they came to be. Since my Spanish class is based around culture, my main focus will be on the Dominican Culture, I will be researching their foods, dances, music, and the different celebrations. I will be looking at how each of those components originated. I will be writing a short research paper (in Spanish) and then presenting to the class at the end of the semester.

Research Question:

Dominican Republic has African roots embedded into each of the different components of the Dominican culture and I want to see how far back each tradition goes.

Hypothesis:

Dominican Republic's cultural traditions differ from the rest of the countries in The Caribbean and though many have been changed through the many different generations, all these traditions make this country unique and beautiful.

Research:

Like mentioned before, my main focus will be on the different cultural aspects of this country. I want to look at the origin of some of the music that is known to have originated in Dominican Republic, like bachata or merengue. I am very interested in looking at the different celebrations they hold throughout the year and how they celebrate those. I will also be looking at their food and how it differs from foods from the rest of Latin America.

Methodology:

My research will mainly be book-based, but I will be interviewing people I know in the Dominican Republic and getting their opinion on certain issues I will be discussing in my research paper.

Timeline:

2/11-2/28: Gather up resources and set up a clear outline of research that has to be conducted.

3/1-3/19: Do interviews and have a consolidated outline of the research paper.

April: Have a rough draft of paper and begin to prepare the presentation.

5/13-5/17: Turn in final draft and present findings to the class.

English 110 Honors Contract Proposal

Background:

Because our English class is centered around the theme of “Art and Protest,” there is great potential to do research on the topic of how the English language (both written and spoken) has influenced society over time. But rather than writing about such a broad topic, I would like to narrow my field of study by actually doing additional research.

The spread of the English language, and the differences in its spelling, pronunciation, and vocabulary I believe has had a profound impact on how the language is used as a force for both Art and Protest.

Research Question:

While the English language finds its origins in an unusual combination of western languages, today’s English language differs greatly between the countries and regions that speak it. Each country that hosts the English language as its official language holds its own histories and traditions with the language, mainly the dialects spoken and how the culture affected the dialect. My research topic is, why the English language differs so much from region to region, and how those differences affect how the language was and still is used in both Art and Protest.

Hypothesis:

I believe that how the English language is used is largely dependent on factors such as history, geography, and culture. Based on these factors, as well as others, the language was developed and used in different ways as a method to convey differing opinions on Art and Protest.

Research:

When researching this very deep and convoluted topic, I will begin by studying and doing research on the specific differences in the English language based on geography. Once I understand how the English language differs from region to region and country to country, I can then begin to map the reasons for these differences. Based on history and geography, I will then be able to understand how the English language was used as a form for both Art and Protest.

While this may seem very similar to a graduate research project, this is a topic that is very interesting to me. As a native speaker of multiple Slavic languages, I understand the evolution of the Cyrillic alphabet over time and through geography, and how each Slavic language was used as both a social and political tool.

I believe I can reach a similar understanding by doing research on the English language. Because this project will involve research on multiple topics: geography, history, and linguistics to name a few, I will not go into specific detail on the evolution of the English language and the differences in dialects. What I am merely trying to learn is how the English language changed, for what reasons, and how those changes affected the use for the language based on specific regions.

Methodology:

As stated above, I will begin my research by studying the differences in the spoken and written English language (differences in dialect) based on each geographical location. Once I can better understand the differences in the language and the differences in the language for each specific region, I can begin to use the studies of geography, history, and culture to create a more complete picture of how the English language was and still is used to convey certain points of view and opinions. By the conclusion of my project, I plan to have a report outlining both the differences in the language how those differences affected social movements in any given region. This final paper will culminate all of my research and present a generic etymology of the English language in a succinct manner. With this general etymology, I can then study social movements in England, the United States, and other countries that speak the English language, and therefore study how the differences in the language affected certain social and political movements.

Benchmarks/ Timelines:

The timeline below will serves as a general “calendar” for the steps in my research and the eventual writing of the final research paper. I will continually update Professor Erwert on the progress of my research paper, and will come to her with any questions/ concerns in any step of this process. I will submit the research paper on the final day of our course, December 7th, 2018.

Date	Goal/ Accomplishment
9/30/2018	Conclude initial research on the spread of the English language
10/31/2018	Conclude research on differences in English language based on geographical location
11/30/2018	Conclude research on social movements in English speaking nations, and how the language was used in each movement
12/7/2018	Culminate all of the above research into a succinct research project, which I will turn into Professor Erwert on the final day of our class