

HONORS CHOICE CONTRACT

Student Name (Print) Iman Abu-Aitah

(Signature) 

Course No. & Section: Bio 450-01 Credits: 4

Instructor Name (Print) Marlee Marsh

(Signature) 

Semester/Year: Fall 2013

Student Rank: FR SO JR SR
(Circle one)

How does the honors part of the course extend or deepen the honors student's learning experience in the non-honors course?

In addition to the rigorous coursework associated with Immunology, Iman's Honor's Choice project will involve an academic blog where she will reflect on a total of 8 primary literature readings about breast cancer and associated immunotherapies. In the non-honors course, we review cancer immunology at the very end of the semester, so this Project will challenge Iman to go beyond what we learn in the course throughout the semester, and to thoughtfully reflect on selected readings. Dr. Marsh will choose the first four readings and Iman will choose the last four (must be approved by Dr. Marsh). She will complete a reading and a reflection every 2 weeks of the semester.

What outcomes are expected in the course? How will the outcomes enrich the student's honors learning?

Course outcomes are: (1) discuss the cellular and molecular basis of disease resistance; (2) compare and contrast innate and acquired immunity; (3) describe the role of specific cells of the immune system; (4) discuss cell signaling and hematopoiesis; (5) discuss the immune response to specific pathogens; (6) describe disorders of the immune system.

In taking on this upper-level elective, Iman's learning will not be confined to the classroom. She will be going beyond the traditional syllabus-driven goals. Reflecting on her reading and having discussions with Dr. Marsh will help her learn about learning itself. She will not be obtaining knowledge for test purposes. Instead, she will be reflecting on her own learning, which is fundamental to deep learning. The second half of the project will be a good opportunity for her to practice scientific research since she will be finding her own reading pieces and presenting them to Dr. Marsh for approval. This project will combine reading, writing, research, and reflective thinking, which is exactly what honors is about.

How will the honors work be assessed?

Only Dr. Marsh will have access to Iman's academic blog. Each of the eight reflections will be given a score out of 20 points (160 points total) for depth of reflection, grammar, biologically factual and relevant content, and whether or not the assignment

was posted on time. Additionally, the four articles Iman will choose will be scored out 10points (40 points total) for the quality of source, article content, and timeliness. Iman's article choices need to be submitted to Dr. Marsh for review two weeks before the blog is published. This project and its score will be added to Iman's overall course grade.

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Student Name (Signature): Lydia Surrett Lydia Surrett

Course No. & Section/Title: Education 253.01 Credits: 3

Instructor Name (Signature): Dr. Nancy Amundson Nancy Amundson

Semester/Year: Spring 2012

Student Rank: FR JR SR
(circle one)

How does the honors part of the course extend or deepen the honors student's learning experience in the non-honors course? Lydia's honor Edu 253, Educational Psychology work will expand her knowledge of some of the current research being done in the field of Educational Psychology. Her knowledge will specifically relate to the aspects of the theories of learning (CO 2), and the implication of learning (CO3). Furthermore, it will advance her knowledge on the subject beyond that of the nonhonors students, while still sharing some of her findings with her Edu 253 classmates.

What outcomes are expected in the course? How will the outcomes enrich the student's honors learning? Lydia will research the topic of biology of learning through online and print sources, which she will then use to present the idea to the class in relation to educational psychology. Her specific outcomes will be to complete research on the topic, create a annotated bibliography on her findings, create a powerpoint or other presentation on her findings, and present her powerpoint and handout the bibliography as a resource sheet to her classmates during a class meeting time. These outcomes will enrich Lydia's honors learning by informing both herself and her peers of some of the current research that is being done in the field of Educational Psychology.

How will the honors work be assessed? The honors work will be graded by Dr. A along with my other work for Edu 253 and will be averaged into my grade for the class. As long as I earn a B or higher in the class, then I will have also earned my 3 honors credit from the class based on my final Education 253 average.

Students: Caitlyn "CJ" Anderson

DAN 235 01 3 sh

Instructor: Diane McGhee and Julianna Hane

Spring 2016

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Proposal:

The Spring 2016 Dance Education Methods Two course is a continuation of the study of issues in Dance Education introduced in Dance 233 (Dance Education I). Theoretical overviews of national and state standards for dance education as well as various strategies for designing effective curriculum, instruction, and assessment within a comprehensive PreK-12 dance education program will be re-examined in greater depth. Emphasis will be placed on meeting the needs of middle and secondary learners with a content focus on varied cultural and historical styles. Curricular design (to include adapting for special needs of the differently-abled and gifted students), technological and resource support, and classroom management will be integrated throughout the semester within model lesson plans and in-class projects. Critical reflective strategies are learned as components of formative and summative assessments. To meet Honors Choice requirements, CJ will engage in methods of critical reflection as ways of improving teaching and learning.

In order to take this course as an Honors Choice, CJ will add an assistantship with the DAN 217 traditions course that focuses on education through aerial dance technique.

CJ brings a strong experiential background in aerial dance as a practitioner and a teacher. As part of her Honors Choice, she will be positioning herself as a teaching assistant in collaboration with the aerial dance Instructor. Specific learning outcomes for her dance education practice include effectively observing and reflecting on teaching, improving teaching, and improving the specific learning outcomes of the other aerial dancers.

Outside of the aerial assistantship associated with the traditions course, CJ will complete regular reflections and observations on student skills and behaviors, how she can help further the specific learning objectives of the aerial dancers, and note the effective language choices that seem to influence successful learning in an aerial context.

The Honors Choice will culminate in a presentation at Spears Fest which focuses on the pedagogical methods involved in Aerial Dance training, and communicating somatically sound practice to peers supported by the expertise of Julianna Hane.

Outcomes:

CJ will serve as a teaching assistant who will guide/mentor students through movement examples to ensure a safe and somatically-sound movement experience as designed by the Instructor in order to deepen her learning and leadership as a dance practitioner and teacher. Specific learning outcomes for

her dance education practice include effectively observing and reflecting on teaching, improving teaching, and improving the specific learning outcomes of the other aerial dancers. In addition to the outcomes listed in the DAN 234 course syllabus, CJ will gain experience as a dance educator through collaboration with the Instructor to devise appropriate tasks to facilitate the class and support students beyond class time and through research & design of an action plan for marketing aerial dance to the public.

Assessment:

CJ will be assessed on the following in the context of the aerial apprenticeship itself: 1-professionalism (timeliness, communication, and coordination), 2-teaching/coaching ability and application, 3-effectiveness of advocacy, 4- other assignments/responsibilities as directed by the aerial course Instructor. In addition to assisting the aerial classes, CJ will be graded on the following:

Formative Assessments:

- Regular observations conducted during each class period and subsequently documented following the class.

- Reflective journaling on outcomes after each class period.

Summative Assessment:

- The final reflection will summarize changes she will make to her own teaching practice, what type of language is necessary in the context of aerial dance and how that compares to other dance classes. This final reflection project will also include a presentation (possibly to be presented at Spears-fest)