

College of San Mateo



UCLA TAP Self-Review Fall 2019

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I. EXECUTIVE SUMMARY

College of San Mateo Mission Statement:

College of San Mateo is committed to addressing the broad educational needs of the local and world community. We foster success and ensure equitable opportunities for all our students, while celebrating the diversity of our campus.

CSM Honors Project Mission Statement:

The mission of the Honors Project is to open academic pathways to our diverse student body.

We believe in academic excellence, and we believe all our students are capable of academic excellence. We welcome students of all backgrounds who possess the drive and desire to dig deeper into their coursework. We provide them with the means to grow intellectually, and to make intellectual connections across a range of disciplines. With broad institutional support and participation from faculty, administrators and staff, we seek to create a lively community of scholars, reflecting a diverse range of academic preparations and perspectives.

CSM's Honors Project was first developed and implemented in 2012. Since our more traditional honors program had been discontinued about ten years earlier due to enrollment and funding issues, our explicit goal was to revive honors in a visionary, dynamic, and sustainable format. In 2015, just prior to our application for UCLA TAP certification membership, we further revised and refined our model, introducing new, more effective curriculum, more emphasis on inclusion and diversity, and more integration with new and existing programs, campus services and learning communities.

Our model is built around two interdisciplinary seminars, one oriented for STEM, the other for humanities/social sciences. Honors Project students enroll in one of these, "pairing" it with a "foundation course" – a transfer course of their choice. Once the foundation instructor agrees and approves the student's research project for the foundation course, the student executes the project in the seminar. Students and faculty work together across disciplines to guide and support the successful completion of the project, earning "honors" transcript credit for the foundation (transfer) course. After completing their first seminar, students have the option of earning honors transcript credit via independent contract.

Another unique and progressive aspect of our honors program is that we are a learning community. As such, we enjoy an empowering institutional identity, housed with other learning communities in the division of Academic Support and Learning Technologies. This institutional identity is beneficial for several reasons: it links us with other learning communities on campus; it proves more inviting to students, mitigating elitist connotations still clinging to the descriptor “honors”; it facilitates Honors Project students forming an actual *community*; it acknowledges that Honors Project students possess unique needs and aspirations, invoking a stronger sense of identity, which bolsters student motivation. More than merely a means to an end based solely on academic metrics, the Honors Project learning community *matters* to the students who join.

Areas of strength:

- We are student-driven. “Honors” is reconceived to reflect and “honor” each student’s experiences, motivations and interests.
- We are collaborative. Students work closely with each other, with the seminar instructor, the foundation course instructor and the program coordinator. Administration, faculty and staff work together in support of student progress.
- We are interdisciplinary. The seminar curriculum redefines honors partially by promoting interdisciplinary theory and thinking. Moreover, the above-mentioned collaborations, and the nature of the seminar itself, rely on interactions, connections and academic research perspectives across disciplines.
- We are inclusive. Committed to breaking down barriers that have kept certain students with certain backgrounds away from honors, we have innovated exit rather than entrance GPA requirements, ensuring equitable open access along with academic integrity. We give most any student the chance to try the program, and encourage all students to think differently about honors, and join.
- We are successful. We have extremely high student success rates, including retention, course completion, graduation and transfer.
- We are socially engaged and community-oriented. Many of our students are involved in student government, and participate in clubs on campus. Our Student Showcase event each semester is a strongly attended social and intellectual feast; and we regularly hold off campus outings at museums, as well as campus events.

Areas for improvement:

- Manage growth of the program, finding a way to scale up, while remaining fiscally responsible and sustainable.
- Explore the feasibility of multi-student projects, especially in the sciences seminar.
- Develop and implement a meaningful service learning component.
- Strengthen our partnership with the library, to ramp up further the scholarly skills of our students.
- Strengthen our connections to other learning communities, to better support underrepresented student populations.
- Explore expanded access to our program, through creative scheduling (evening and summer offerings), online formats and designated honors sections.
- Strengthen our STEM presence and identity, both for students and faculty. Despite a relatively robust participation by STEM students and faculty, the program tends to lean toward the humanities. One avenue being explored here is to have the program co-coordinated with a STEM faculty member.
- Further improve coordination with our sister college honors programs in our district, since more and more students are taking courses at all three campus.
- Further improve our outreach, both on campus and for feeder high schools.



2. LETTER FROM COLLEGE PRESIDENT

College of San Mateo

Office of the President
1700 West Hillside Blvd. • San Mateo, CA 94402
Phone: 650-892-6000 • Fax: 650-892-6000 • www.csm.edu

October 21, 2019

UCLA Transfer Alliance Program
1147 Murphy Hall, Box 951436
Los Angeles, CA 90095-1436

Re: Letter of Support for Honors Project

To whom it may concern,

The administration of College of San Mateo enthusiastically endorses the Honors Project in its pursuit to provide academic excellence and opportunities to our students. College of San Mateo is committed to progressive and innovative teaching and learning and the Honors Project is an integral member of our Learning Communities program. Not only does the program fully embody the College's student-first philosophy but it also has a proven record of success. Therefore, the College will proudly continue to furnish the following resources to the program:

Personnel

- Faculty release time for Honors Project coordination
- Classified Staff support
- Dedicated counseling support services

Financial

- Compensation for faculty who participate in the Honors Project
- Funds for professional development for the Honors Project Coordinator and other faculty and staff
- Financial support for supplies, events, and other program overhead costs
- Financial support for recruiting including outreach to historically underrepresented groups

Infrastructure

- Dedicated space on campus
- Technology support including web design and maintenance

1



UCLA is a chief destination choice to many of our transfer students and I am so pleased that the rate has doubled in the last five years. I look forward to further strengthening the partnership between our two colleges.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kim Lopez', with a long horizontal flourish extending to the right.

Kim Lopez
Acting President

Cc: David Laderman, Honors Project Faculty Coordinator

3. PROGRAM STRUCTURE AND ADMINISTRATIVE SUPPORT

The Honors Project is housed in the Division of Academic Support and Learning Technologies (ASLT), a division devoted to supporting learning communities, professional development, Student Learning Outcome (SLO) assessment, and distance education. Though open to any student at any stage of their academic trajectory (especially students ready straight from high school), the Honors Project aims to further formalize and publicize its role as a propitious “Year 2” avenue, in relation to other learning communities in the ASLT division. Many of these focus on supporting and developing first year student success, such as Year One Promise, Umoja, the Puente Project, Project Change (incarcerated youth program) and MANA (Pacific Islander learning community). After having found their footing as college-prepared through other learning communities, students can continue and expand their intensive academic endeavors via the Honors Project.

The current Honors Project Faculty Coordinator, David Laderman, receives 40% FTE reassigned time. The Honors Project designated Counselor, Michael Vargas, receives 10% FTE reassigned time. The coordinator works directly with the Dean of ASLT, along with the Vice President of Instruction. Honors Project foundation faculty report to and work with the coordinator, as do the seminar instructors. The coordinator and Dean of ASLT make regular reports to Academic Senate Governing Council, the Institutional Planning Committee, and the President’s Cabinet.



Since its inception, the current coordinator helped develop and implement the structure and curriculum of the program. He is an organizing member of the Bay Honors Consortium (BHC) of community college honors programs. He regularly attends events, meetings and workshops sponsored by this organization, including a faculty roundtable at Mills College every fall; a variety of planning meetings; and the BHC Symposium every spring, hosted by either UC Berkeley or Stanford University. The coordinator is also a member of the National Collegiate Honors Council (NCHC), receives and reviews their

correspondence, and attends and presents regularly. Indeed, this fall 2019, he will present on an NCHC conference panel regarding mentoring in honors and developing a service learning component to the program (see challenges, above).

But one of the structural beauties of our program is that the coordinator is part of an extensive and supportive team. Beyond the institutional support provided by the division and college generally, the seminar instructors are actively involved in communication and correspondence, event planning, student support and interventions—and whatever else needs tending to. Foundation course instructors also contribute, disseminating information and assisting with various program needs. We have an engaged advisory committee, and enthusiastic support and input from other programs across campus, including Student Life and the Transfer Center.

At present, we have approximately 90 faculty, both full-time and part-time, participating in the honors program, either as “foundation” faculty who offer honors credit, via the seminar or independent contract; or as seminar instructors. The number of participating faculty increases every year, and includes faculty from our sister colleges in the district. Since 2012, we have had 12 different instructors teach the seminars (7 from Language Arts, 5 from Math/Science). Typically, our rotation for teaching the seminar is three semesters.

Our current Advisory Council includes:

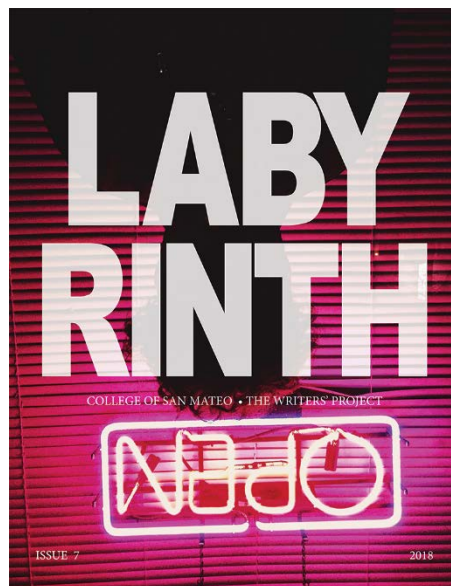
David Laderman, Program Coordinator, Professor of Film
Tarana Chapple, Dean, Academic Support and Learning Technologies
Laura Demsetz, Dean, Creative Arts/Social Sciences
Michael Vargas, Counselor, Student Services
Sara Lawrence, Professor of English, Seminar and Foundation faculty
Teresa Morris, Professor of Library Sciences
Christopher Walker, Professor of Math, Seminar and Foundation faculty
Allie Fasth, Year One Promise coordinator, Interim Director of Guided Pathways
Jeremiah Sims, Director of Equity
Anna Diaz, Honors Project Student

Our annual budget is approximately \$85,000 (see Appendix A). Both the ASLT Division Dean Tarana Chapple and Division assistant Annie Theodos greatly help support the program, providing direct and concrete assistance on a day to day operational basis. Likewise, the college administration as a whole supports the program institutionally, including Deans from all divisions (instructional and student services), as well as the President’s Cabinet, including the Vice President of Instruction, Vice President of Student Services, the Vice President of Business Administration, and the College President.

Presently we have 82 active member students. This is nearly double the number we had before becoming a TAP honors program in Fall 2015. While each year students transfer, graduate, or simply move on from the program, incrementally more students have been joining the program. Since Fall 2013, 31 students have completed the program—half of

those, with TAP certification. From Fall 2014 through Spring 2019, we have had 279 students enroll in our Interdisciplinary Studies (IDST) honors seminars (see more details below, under Curriculum, and in Appendix B). The honors seminars are capped at 16 and full or close to full each semester. Due to program growth and popularity, in Fall 2019 we are offering two sections of each seminar (that is, two sections of the humanities seminar, and two sections of the STEM seminar) for the first time, enrolling around 60 students. (We also have 6 independent contracts in progress—again, see below, under Curriculum.)

The Honors Project has a student lounge in Building 12, room 208, located directly across from the Office of Student Life, for students to meet, congregate, converse, and collaborate. Couches, tables, bookshelves, posters and whiteboards render this space lively, inviting and interactive. A high-end Mac computer is also available to students, for student collaborative work, primarily production of *Labyrinth*, as well as promotional program materials and publications. Weekly club meetings are held there for the Writers' Project, the Honors Project student club. The lounge also serves as the coordinator's office, separate from his Film office, in the Language Arts division (15-156).



We should note that a major construction renovation project will greatly impact and enhance the Honors Project space. We are slated to move into Building 17, dramatically renovated to house all learning communities and student government and leadership communities and activities. The new space is designed in a modern, visionary and dynamic way to facilitate communication, collaboration and community-building across student constituencies, clubs and programs.

Program Assessment

Our program employs multiple modes of assessment, and we continue to expand and refine our assessment plan and model. Previously we have used several different student surveys, some customized by each seminar instructor, and some generated by the institution. These surveys reveal a great deal of satisfaction on behalf of students, but have also suggested room for improvement, especially related to scheduling of courses and the structure of syllabi. We also have official student learning outcomes associated with each honors seminar as part of the official course outline of record. These SLO's are regularly assessed. One example of an area we aim to address as a result of such SLO

assessment is course completion, and within that, more attention to timely and successful completion of research process assignments in the seminars.

We also assess our program via faculty and administrative input. This has occurred informally, through ad hoc meetings and workshops, but also more formally. For example, each term the coordinator, seminar instructors and Dean meet regularly to discuss the progress and challenges of the program. We also assess the program in Advisory Council meetings, which occur at the start and end of each term. Less frequently, we solicit input for program assessment from the Academic Senate Governing Council, as well as the Institutional Planning Committee. One example of a program change made as a result of such assessment is the scheduling of our sciences seminars at times that do not conflict with science course labs.

Lastly, we have established a working plan with our Planning, Research, Innovation and Effectiveness (PRIE) office to track students as they move through the program, assessing quantitative data regarding retention, course completion, GPA, transfer path, and other college activities. As a relatively new program, we are in the early stages of collecting and analyzing such information and are establishing links with Student Services for appropriate referral and intervention.

4. ACADEMIC STANDARDS

Because we identify ourselves as a learning community, and because we aim to authentically embrace the open access mission of California community colleges, we have innovated an admission model that emphasizes exit accomplishments above entrance requirements. In the spirit of superseding the elitist connotations and perceptions that often surround the term “honors,” we accept most any student who meets the English composition requirement, and who demonstrates in the application essay the motivation to participate in the Honors Project. We are firmly committed to making our program as inclusive, diverse, accessible and robust as possible. Indeed, having attended countless panels and sessions of the NCHC the past several years (including honors programs at four-year public and private universities), the



program coordinator has learned unequivocally of a widespread sea change, where programs use multiple and alternative measures for acceptance into honors (essays, videos, other projects and experiences), rather than traditional, highly skewed quantitative GPA and test score metrics. (See, for example, this recent article in NCHC's annual journal *Honors in Practice*, <https://digitalcommons.unl.edu/nchchip/301/> for a theory about achieving equity and diversity in honors — one that coincides precisely with our innovative program model). We believe our unique model fosters equity, literally reaching out to students (as in outreach and access) by virtue of being flexible and student-driven, accommodating our students where they live, allowing them to find and realize their inner “honors.” Put differently, our model in its very design *not only celebrates but implements* diversity and equity.

At the same time, we do not sacrifice rigor, or lower our academic standards. Rather, we push and support students to do high quality honors academic work, work that is guided and evaluated by a cross section of academic staff (seminar, foundation instructors, program coordinator, Deans, counselors, etc.), structured around interdisciplinary collaboration, and designed to facilitate student research skills so as to achieve a high level of scholarly inquiry. This goes hand in hand with our definition of honors as student-driven, allowing students to create the focus and content of their academic honors path in collaboration with faculty. As students learn the ropes of honors, honing their skills and harnessing their academic motivation, they need to bring their GPA up to at least 3.2 in order to complete the program (which includes the option of UCLA TAP certification). In fact, most students who complete the program possess a GPA well above this minimum.

Our honors seminars have been vetted through Academic Senate Governing Council, the Institutional Planning Committee, and most importantly, the Curriculum Committee. The seminars have been articulated with UC as “variable topic” courses. All honors students are required to take a minimum of two seminars (a maximum of four), demonstrating breadth by completing at least one humanities and one sciences seminar. While we strongly encourage students to complete the Honors Project learning community program and receive “CSM Honors Scholar” transcript notation, we also want to note that many students, for a variety of reasons, are not able to complete the program. Yet we support and prize them equally, for participating however they can, gaining a transformative academic experience that works for them.

The success of the program for most all participants is evidenced by the data: success, completion, persistence and transfer rates are all considerably higher than respective college-wide averages (See Appendix C). For example:

Honors Project student success rate for 2018-19 = 87% (72% college-wide)
Honors Project student persistence rate, 2018-19 = 95% (65% college-wide)
Honors Project student completion rate, 2014-2017 = 88% (44% college-wide)
Honors Project student transfer rate, 2014-2017 = 75% (42% college-wide)

Honors Project Curriculum

The driving core of our program is our honors seminars, four two-unit courses in Interdisciplinary Studies (IDST): IDST 101 and 103, Honors Humanities Seminars; and IDST 102 and 104, Honors Sciences Seminars. 101 and 102 are for first-time students, 103 and 104 are for second-time, more advanced and experienced students. 101 and 103 (and 102 and 104) students enroll in the same seminar, so advanced students and first-time students work together. Yet the 103 and 104 students follow a distinct syllabus from the 101/102 students, one that emphasizes mentoring and more independent and advanced research.

These seminars serve as our designated honors sections. Listed as honors courses, only Honors Project students enroll, introducing students to a higher level of academic scholarship than what is normally presented in lower division course work. Students are exposed to, and asked to intellectually engage with, theories of interdisciplinary study at the cutting edge of the sciences and humanities. Then students develop their own skills of



academic inquiry and research, through a series of workshop and peer review sessions. The seminar instructor facilitates comprehension of interdisciplinary study, and encourages students to undertake an interdisciplinary approach—this is part of what “honors” means at CSM. Moreover, interdisciplinary collaboration predominates in the seminars, as students from different disciplines work together in an intimate and focused setting. Likewise, instructors from different disciplines work together, with the coordinator, to guide the student toward a compelling

piece of lower-division scholarship. Such interdisciplinary, collaborative educational approach is vital not only to higher education, but also to newly emerging, progressive workplace environments. Additionally, we are developing proactive partnerships with ESL to better support our growing population of international students, and with Communication Studies, to better support the public presentation component of the seminar curriculum.

The seminar is thus a “process” course for the student, supporting the student in an intensive and rigorous way as s/he completes a research project for the selected foundation course, one that grows out of and digs deeper into a topic covered in that course. Such highly structured guidelines include regular meetings with the transfer

course instructor, in conjunction with a variety of developmental assignments, including proposal, outline, annotated bibliography, first and second drafts, and various stages of final revision for presentation. These research methodology and process assignments form the bulk of the coursework for the seminar. Upon successfully completing the project, the student receives honors credit for the foundation transfer course.

After completing at least one seminar successfully, students then also have the option to earn honors credit for transferable courses by engaging in an independent honors contract with that course instructor (see Appendix G). This is a more traditional honors contract, and allows the student another means of completing the 15 transferable units of honors credit required (plus two seminars), for completion of the program. In such cases, the student is held to rigorous and highly structured guidelines, similar to what the student learned in the seminar, in order to complete of the independent contract for honors credit.

5. STUDENT RECRUITMENT AND SERVICES

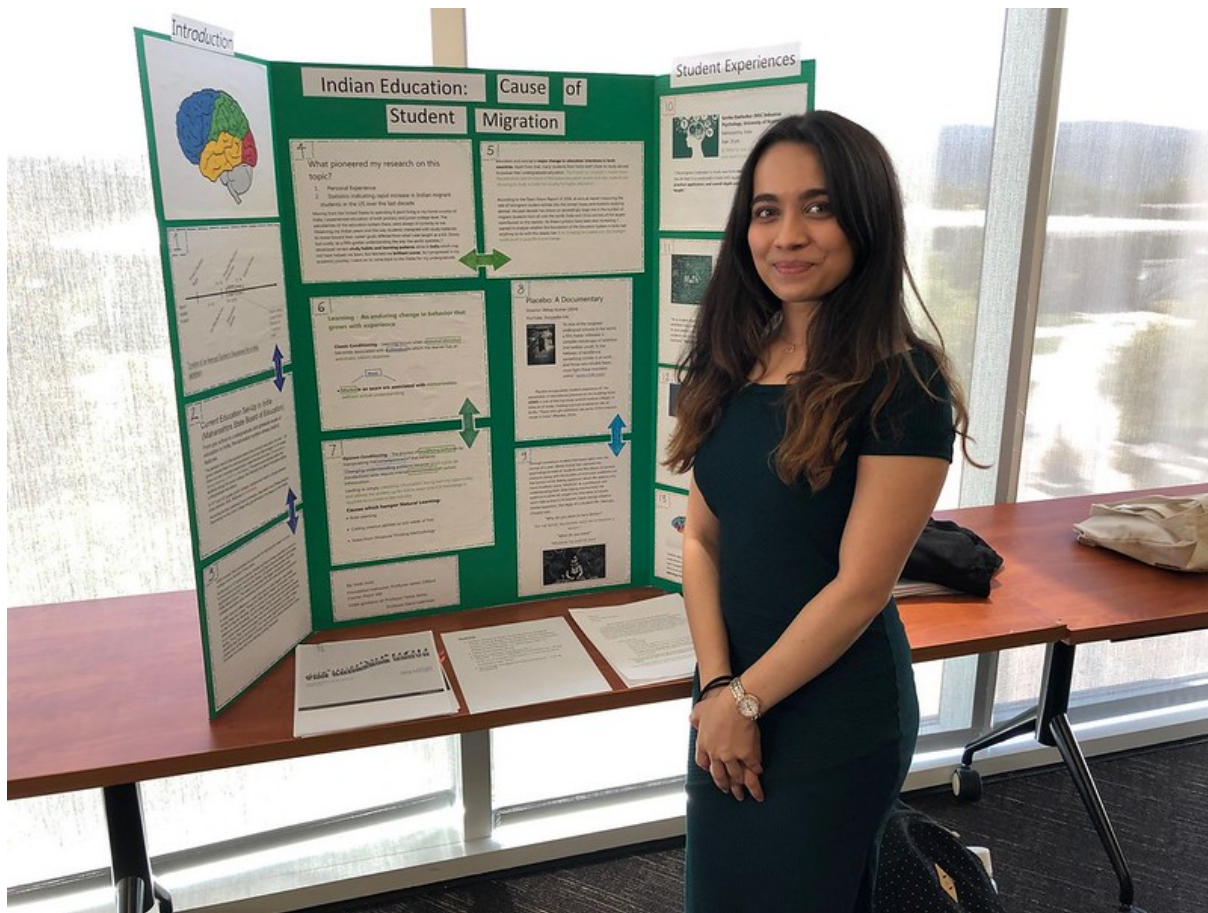
Recruitment

Students are recruited in a variety of ways:

- a) instructors of transferable courses refer interested students to the program; many instructors include a blurb about the program on their syllabi;
- b) the coordinator visits local high schools, especially Hillsdale High School on a regular basis;
- c) the college President recruits high school students in his/her outreach to local high schools;
- d) the coordinator makes regular visits to student clubs, such as our two honors societies, Alpha Gamma Sigma and Phi Theta Kappa, as well as the Transfer Club, Puente, and so on;
- e) the college Community Relations and Marketing department helps promote the program through signage and general publicity about events and activities, such as the Honors Project Student Showcase;
- f) the program student club, Writers Project, helps recruit students; additionally, its publication, *Labyrinth*, a student academic journal, is widely disseminated across campus, and throughout the district and community;
- g) the program website, maintained by the coordinator, the ASLT division, and the Community Relations department, is lively and informative and a common resource of referral for recruiting students (<http://collegeofsanmateo.edu/honorsproject/>);
- h) the coordinator meets and communicates with the Middle College director;

- i) the coordinator and seminar instructors visit division meetings visits to keep faculty informed of program offerings;
- j) the program coordinates and communicates with our Year One Promise program, where incoming high school students learn of the Honors Project as an immediate or future academic pathway.

The coordinator also organizes and facilitates regular orientations and workshops for honors faculty on campus, including seminar instructors, foundation course instructors, and our counselor. The counselor in turn make regular presentations in seminar courses, and attends most Honors Project events and activities. Moreover, the coordinator meets regularly with the other two honors coordinators in our district, Canada College and Skyline College, both of which have TAP certified programs. More and more honors faculty and students at the three colleges are collaborating and networking, which positively impacts recruitment across the district.



We would like to see our outreach and recruitment efforts ramped up, especially in the area of making our program more inclusive and diverse. Key target populations include first generation and underrepresented students. As shown in Appendix G, our program demographics mostly mirror that of the campus, which we see as a modest win. But we note that, for example, our program percentage of Hispanic students is 16%, substantially

below the campus-wide percentage of 29%. This is partially due to our Puente Project program having been under-staffed for a few years; but also indicates a need for the honor project to reach out more proactively to Hispanic students. We have begun this outreach (see Student Activities and Community below). A similar disparity exists for first generation students (our 28% versus 58% campus-wide), although our percentage of low-income students is about equal to that of the campus as a whole. Conversely, the Honors Project draws heavily from our International Program, with which we have a good networking relationship: our participation of Asian students (both local and international) is just above 30%, compared to same population campus-wide of 20%. In our view, we have done a fairly good job of diversifying our students, largely the result of our innovative and inclusive program model, described above, but we need to do more. For example, we need to have Honors Project students visiting clubs, learning communities, and classes, as “student ambassadors” for the program. We are working to overcome the logistical and scheduling obstacles surrounding this recruiting strategy.

Since becoming a member of TAP, our recruitment efforts have been injected with extra reach and yielded more return. From high school, Middle College, and generally across the campus, students are coming to the program in higher numbers because they want to go to UCLA, and view our TAP certification as a distinctive advantage—both to better prepare them, and to improve their chances of admittance.

Student Services

The Honors Project is integrated with campus student services, on many levels.

The Honors Project has a regular working relationship with the college library. Because one of the key goals of our program is developing student research skills, we ensure regular visits for our students to the library in structured orientation and guidance sessions. This is an area we would like to improve, creating for our students more formalized and tangible intersections with the library, upping their digital research skills.

As previously mentioned, the Honors Project also works closely with our counseling program, to make sure our students are getting all the support and guidance they need regarding academic planning and the pathway to successful transfer. Our designated counselor Michael Vargas is crucially instrumental here, a direct resource for all issues and questions regarding completion and transfer. He engages with our students for brief meetings and announcements in the seminars, in his office for more extended and intensive appointments, or more informally at our social/community events. Similarly, the Honors Project tries to keep close ties with programs such as EOPS and Disability Resource Center (DRC): these programs refer students to us, and we in turn advise our students about these resources and support services.

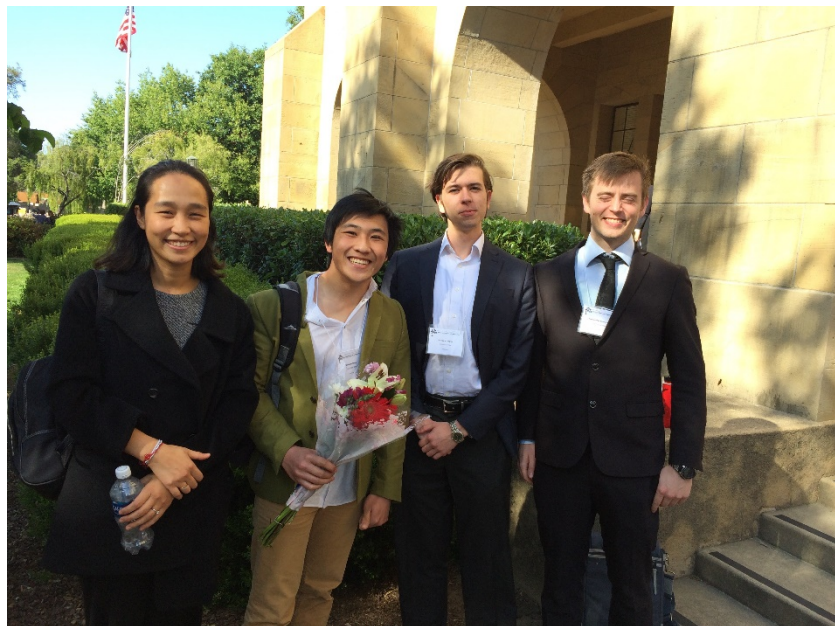
Additionally, the Transfer Center and its student club, the Transfer Club, work closely with the Honors Project. The Transfer Center director, Mike Mitchell, helps the Honors Project with promotion, recruitment and various activities. The coordinator regularly makes presentations to the Transfer Club; the student club president, in turn, serves on the Honors Project Advisory Committee.

Lastly, we collaborate regularly and effectively with the Office of Student Life, where student government and student clubs are housed. They support our program in numerous ways, such as helping to fund various events, helping to promote our students and activities, and including the Honors Project in various college-wide events.

6. STUDENT ACTIVITIES AND COMMUNITY

Every semester, the Honors Project puts on the Student Showcase for the campus community; here, selected seminar students present their research. Recently we have integrated a poster session prior to the presentations in order to include more students and to “mix up” the event, which is always well attended. We offer tasty refreshments and a feast of lively, compelling intellectual conversation. The event is a great benefit to our students and our campus, taking the completion of their academic honors work to the next level. Of special note, this past fall 2018, one of our students (admitted to UCLA, TAP certified) explained with slides, and then performed, an original postmodern piano composition on a grand piano for a substantial crowd in our Chorale Room theater.

Moreover, since our inception the program has always enjoyed a healthy participation each spring in the Bay Honors Consortium (BHC) symposium held alternately at Stanford and UC Berkeley. In addition to the high percentage of students accepted to present, we usually bring a hefty entourage of supportive attendees — students, staff, faculty and administrators. Indeed, we are proud and grateful that several years our Dean has attended; one year, our college president attended. Since joining the BHC in 2013, we have had a robust 44 students accepted to present (average: about 6 students per year). Many of them have published their work in the BHC online, peer-reviewed journal, *ThinkYou*. At the



Spring 2017 BHC conference at Stanford, one of our students won the prestigious Katharine Award, for best proposal; another Honors Project alumni student, who had transferred to Stanford, gave the closing ceremony keynote address.

The student club of the Honors Project, the Writers Project, focuses on publishing *Labyrinth*. Started as a newsletter, *The Labyrinth* won first prize at the annual National Collegiate Honors Council (NCHC) conference in Denver 2015; when the students decided to transform the

newsletter into an academic student journal, it continued its ascent, winning second place in 2017 and first place again in 2018. We have brought the Honors Project students who steer *Labyrinth* to the NCHC conference to accept the awards and present on a “What Makes an Award-Winning Honors Newsletter” panel. Not surprisingly, many of our students are active in student government, belong to the two Honors Clubs on campus (Alpha Gamma Sigma and Phi Theta Kappa), and have been finalists and recipients of the UC Santa Cruz Pister Scholarship. Our program has held research field trip excursions to, for example, the Stanford

University archives and special collections, and the De Young Museum in San Francisco. Each term we try to have at least one social/intellectual outing to places like the Cantor Center for the Arts at Stanford (Fall 2016 & 2017), or the Legion of Honor in San Francisco (Spring 2017). One term, we went on a hike with Umoja learning community students. We would also like to note our special efforts to attend and support various STEM activities on campus, including an art and science presentation by Professor Mohsen Janatpour (Spring 2018); and the Science-in-Action Speaker series, hosted by our campus METaS (HSI-STEM) program (Spring 2019).

Fall 2019


Honors Project Showcase






Friday, December 6

Poster Session: 1–2 pm
Presentations: 2–4:30 pm

College Center Building 10,
College Heights, Room 10-468

Please join us for intellectual stimulation, lively discussion, and refreshments as students from the Honors Project present their research projects. All members of the CSM community are welcome!





Other campus community intersections further illustrate our growing visibility, recruitment potential, and community-building. The recent integration of poster presentations into our Showcase event, for example, was largely the result of partnership and collaboration with our new Year One Promise program, which has created their own IDST courses on college readiness for incoming high school students, and which puts on an impressive high-profile poster session event each term, featuring team research projects by students. With the intent of ensuring that the Honors Project is a viable “Year Two” avenue, we continue to dialogue with Year One Promise: they help us and we help them, facilitating academically invigorating pathways to benefit entering students. Another instance is the development in the Math/Sciences division of a new course devoted to introducing students to STEM research skills and patterns – again, a prime stepping stone into the Honors Project. The glittering success of *Labyrinth* and our student club the Writers Project has engendered vibrant working relationships with the Creative Writing club, Fine Arts club and faculty, and the Digital Media program. We feel that the Honors Project, its IDST curriculum, and student clubs have sparked — and reflect — an appetite across campus for heightened cross-disciplinary, student-faculty intellectual endeavors.

Web site references:

<https://collegeofsanmateo.edu/honorsproject/students.asp>

<https://collegeofsanmateo.edu/honorsproject/alumni.asp>

7. UCLA RESPONSIBILITIES

More and more CSM students are applying to transfer to UCLA, and the number of TAP certified transfer applicants is increasing at a dramatic rate. In our first three years of TAP membership, we had two students certified each year; last year, we had nine (one of which was awarded our first TAP Scholarship); and this year, we appear to have sixteen and counting...

Information about the UCLA TAP program arrives primarily by email from UCLA to the lead faculty program coordinators, including information about TAP Scholarships. We also receive TAP information through TAP Council meetings. We are delighted that there is now a Northern California TAP Council meeting each fall. This proves an invaluable and direct benefit to our students. Additionally, UCLA holds transfer workshops at CSM regularly, for both students and counselors. Each year UCLA representatives attend our annual Transfer Day. The program coordinators and counselors regularly make use of the UCLA Transfer Admission Guide.

Being relatively new to TAP, our program would eagerly welcome and pursue more regular and intensive collaboration and communication, regarding 1) students from our feeder high schools who were denied transfer; 2) the success stories of TAP transfer students; 3) the possibility of faculty-to-faculty seminars or correspondences. It is clear that an increasing number of our students are keen to transfer to UCLA. Our Honors Project students would benefit from more direct contact with the UCLA TAP program and staff, beyond the general UCLA transfer liaisons who usually are here for just one day. Visits and information sessions by TAP representatives would be much appreciated, as well as more direct channels for long-distance contact with students. We have also discussed inviting TAP representatives to our Student Showcase. We understand that such requests depend upon adequate resources, availability and staffing. On behalf of our students, we are grateful for your support and hope to further build the CSM-UCLA TAP bridge.

8. APPENDICES

Appendix A: Budget

| Honors Program Budget | | |
|-------------------------------------|-------------|-------------|
| | FY 1819 | FY 1920 |
| Coordinator Reassigned Time | \$51,738.98 | \$51,739.20 |
| Foundation Faculty Stipends | \$4,794.47 | \$14,435.76 |
| Benefits | \$20,487.03 | \$20,405.94 |
| Facilities charges | \$114.79 | \$- |
| Supplies | \$164.41 | \$500.00 |
| General copying | \$62.90 | \$500.00 |
| Conference costs | \$315.00 | \$- |
| Dues/Memberships | \$500.00 | \$500.00 |
| Contract Services (food for events) | \$1,771.62 | \$1,250.00 |
| Contract Services (pd by President) | \$203.42 | |
| Contract Printing (Labyrinth) | \$1,201.61 | \$500.00 |
| Postage | \$10.96 | \$- |
| | \$81,365.19 | \$89,830.90 |

NOTE: In addition to the budget above, the college generously supports and invests in the program by offering 4-6 full-semester seminar courses per year. Each course is two units and has enrollment capped at 16.

Appendix B: Enrollments

Honors Seminar Enrollments by Term and Course, Fall 2014 – Spring 2019

| Term | Dept. | Course | Course Title | Enrollment | % Success | % Withdraw |
|----------------------------------|-------|--------|------------------------------|------------|-----------|------------|
| Fall 2014 | IDST | 101 | Humanities Honors Seminar I | 11 | 54.5 | 45.5 |
| | | 102 | Science Honors Seminar I | 2 | 100.0 | 0.0 |
| Spring 2015 | IDST | 101 | Humanities Honors Seminar I | 9 | 77.8 | 22.2 |
| | | 102 | Sciences Honors Seminar I | 10 | 50.0 | 10.0 |
| | | 104 | Sciences Honors Seminar II | 2 | 100.0 | 0.0 |
| Fall 2015 | IDST | 101 | Humanities Honors Seminar I | 10 | 90.0 | 0.0 |
| | | 102 | Sciences Honors Seminar I | 9 | 88.9 | 11.1 |
| | | 104 | Sciences Honors Seminar II | 1 | 100.0 | 0.0 |
| Spring 2016 | IDST | 101 | Humanities Honors Seminar I | 11 | 72.7 | 18.2 |
| | | 102 | Sciences Honors Seminar I | 3 | 100.0 | 0.0 |
| | | 103 | Humanities Honors Seminar II | 5 | 60.0 | 0.0 |
| | | 104 | Sciences Honors Seminar II | 3 | 66.7 | 0.0 |
| Fall 2016 | IDST | 101 | Humanities Honors Seminar I | 16 | 81.3 | 0.0 |
| | | 102 | Sciences Honors Seminar I | 15 | 73.3 | 13.3 |
| | | 103 | Humanities Honors Seminar II | 5 | 40.0 | 20.0 |
| | | 104 | Sciences Honors Seminar II | 1 | 100.0 | 0.0 |
| Spring 2017 | IDST | 101 | Humanities Honors Seminar I | 11 | 81.8 | 18.2 |
| | | 102 | Sciences Honors Seminar I | 9 | 100.0 | 0.0 |
| | | 103 | Humanities Honors Seminar II | 8 | 75.0 | 25.0 |
| | | 104 | Sciences Honors Seminar II | 7 | 85.7 | 14.3 |
| Fall 2017 | IDST | 101 | Humanities Honors Seminar I | 13 | 92.3 | 7.7 |
| | | 102 | Sciences Honors Seminar I | 4 | 75.0 | 0.0 |
| | | 103 | Humanities Honors Seminar II | 2 | 100.0 | 0.0 |
| | | 104 | Sciences Honors Seminar II | 4 | 100.0 | 0.0 |
| Spring 2018 | IDST | 101 | Humanities Honors Seminar I | 13 | 84.6 | 7.7 |
| | | 102 | Sciences Honors Seminar I | 15 | 60.0 | 26.7 |
| | | 103 | Humanities Honors Seminar II | 3 | 100.0 | 0.0 |
| | | 104 | Sciences Honors Seminar II | 3 | 66.7 | 0.0 |
| Fall 2018 | IDST | 101 | Humanities Honors Seminar I | 18 | 72.2 | 16.7 |
| | | 102 | Sciences Honors Seminar I | 18 | 77.8 | 11.1 |
| | | 103 | Humanities Honors Seminar II | 1 | 0.0 | 0.0 |
| | | 104 | Sciences Honors Seminar II | 3 | 33.3 | 0.0 |
| Spring 2019 | IDST | 101 | Humanities Honors Seminar I | 15 | 66.7 | 20.0 |
| | | 102 | Sciences Honors Seminar I | 10 | 80.0 | 20.0 |
| | | 103 | Humanities Honors Seminar II | 6 | 50.0 | 0.0 |
| | | 104 | Sciences Honors Seminar II | 2 | 100.0 | 0.0 |
| Total Honors Seminar Enrollments | | | | 278 | 75.5 | 12.6 |

Source: SMCCCD student database

Honors Seminar Enrollments by Course and Term, Fall 2014 – Spring 2019

| Dept. | Course | Course Title | Term | Enrollment | % Success | % Withdraw |
|----------------------------------|--------|------------------------------|-------------|------------|-----------|------------|
| IDST | 101 | Humanities Honors Seminar I | Fall 2014 | 11 | 54.5 | 45.5 |
| IDST | 101 | Humanities Honors Seminar I | Spring 2015 | 9 | 77.8 | 22.2 |
| IDST | 101 | Humanities Honors Seminar I | Fall 2015 | 10 | 90.0 | 0.0 |
| IDST | 101 | Humanities Honors Seminar I | Spring 2016 | 11 | 72.7 | 18.2 |
| IDST | 101 | Humanities Honors Seminar I | Fall 2016 | 16 | 81.3 | 0.0 |
| IDST | 101 | Humanities Honors Seminar I | Spring 2017 | 11 | 81.8 | 18.2 |
| IDST | 101 | Humanities Honors Seminar I | Fall 2017 | 13 | 92.3 | 7.7 |
| IDST | 101 | Humanities Honors Seminar I | Spring 2018 | 13 | 84.6 | 7.7 |
| IDST | 101 | Humanities Honors Seminar I | Fall 2018 | 18 | 72.2 | 16.7 |
| IDST | 101 | Humanities Honors Seminar I | Spring 2019 | 15 | 66.7 | 20.0 |
| IDST | 102 | Science Honors Seminar I | Fall 2014 | 2 | 100.0 | 0.0 |
| IDST | 102 | Sciences Honors Seminar I | Spring 2015 | 10 | 50.0 | 10.0 |
| IDST | 102 | Sciences Honors Seminar I | Fall 2015 | 9 | 88.9 | 11.1 |
| IDST | 102 | Sciences Honors Seminar I | Spring 2016 | 3 | 100.0 | 0.0 |
| IDST | 102 | Sciences Honors Seminar I | Fall 2016 | 15 | 73.3 | 13.3 |
| IDST | 102 | Sciences Honors Seminar I | Spring 2017 | 9 | 100.0 | 0.0 |
| IDST | 102 | Sciences Honors Seminar I | Fall 2017 | 4 | 75.0 | 0.0 |
| IDST | 102 | Sciences Honors Seminar I | Spring 2018 | 15 | 60.0 | 26.7 |
| IDST | 102 | Sciences Honors Seminar I | Fall 2018 | 18 | 77.8 | 11.1 |
| IDST | 102 | Sciences Honors Seminar I | Spring 2019 | 10 | 80.0 | 20.0 |
| IDST | 103 | Humanities Honors Seminar II | Spring 2016 | 5 | 60.0 | 0.0 |
| IDST | 103 | Humanities Honors Seminar II | Fall 2016 | 5 | 40.0 | 20.0 |
| IDST | 103 | Humanities Honors Seminar II | Spring 2017 | 8 | 75.0 | 25.0 |
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| IDST | 103 | Humanities Honors Seminar II | Spring 2018 | 3 | 100.0 | 0.0 |
| IDST | 103 | Humanities Honors Seminar II | Fall 2018 | 1 | 0.0 | 0.0 |
| IDST | 103 | Humanities Honors Seminar II | Spring 2019 | 6 | 50.0 | 0.0 |
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| IDST | 104 | Sciences Honors Seminar II | Fall 2015 | 1 | 100.0 | 0.0 |
| IDST | 104 | Sciences Honors Seminar II | Spring 2016 | 3 | 66.7 | 0.0 |
| IDST | 104 | Sciences Honors Seminar II | Fall 2016 | 1 | 100.0 | 0.0 |
| IDST | 104 | Sciences Honors Seminar II | Spring 2017 | 7 | 85.7 | 14.3 |
| IDST | 104 | Sciences Honors Seminar II | Fall 2017 | 4 | 100.0 | 0.0 |
| IDST | 104 | Sciences Honors Seminar II | Spring 2018 | 3 | 66.7 | 0.0 |
| IDST | 104 | Sciences Honors Seminar II | Fall 2018 | 3 | 33.3 | 0.0 |
| IDST | 104 | Sciences Honors Seminar II | Spring 2019 | 2 | 100.0 | 0.0 |
| Total Honors Seminar Enrollments | | | | 278 | 75.5 | 12.6 |

Source: SMCCCD student database

Honors Enrollments, 2014-15 to 2018-19

| | Academic Year | | | | | Total |
|-------------------------------------|---------------|---------|---------|---------|---------|-------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | |
| Honors seminar | 34 | 42 | 72 | 57 | 73 | 278 |
| Transfer courses with honors credit | 22 | 44 | 59 | 52 | 45 | 222 |
| Total honors enrollments | 56 | 86 | 131 | 109 | 118 | 500 |

Note: Does not include 8 honors seminars and 9 transfer courses with honors credit completed prior to summer 2014.
Source: SMCCCD student database

Honors Student Headcount, 2014-15 to 2018-19

| Academic Year | Headcount |
|---------------|-----------|
| 2014-15 | 35 |
| 2015-16 | 46 |
| 2016-17 | 61 |
| 2017-18 | 61 |
| 2018-19 | 66 |
| Total | 279 |

Source: SMCCCD student database

Appendix C: Outcomes

Honors Students' Course Success and Retention by Academic Year, 2014-15 to 2018-19

| Academic Year | Honors Program | | | Collegewide | |
|---------------|--------------------|------------------|--------------------|------------------|--------------------|
| | Course Enrollments | Success Rate (%) | Retention Rate (%) | Success Rate (%) | Retention Rate (%) |
| 2014-15 | 617 | 84.4 | 90.3 | 71.1 | 84.8 |
| 2015-16 | 734 | 87.6 | 92.6 | 72.3 | 85.3 |
| 2016-17 | 675 | 89.9 | 92.6 | 72.8 | 86.3 |
| 2017-18 | 772 | 87.8 | 92.2 | 73.6 | 86.7 |
| 2018-19 | 534 | 87.3 | 92.3 | 72.8 | 86.9 |
| Total | 3,332 | 87.5 | 92.0 | 72.5 | 86.1 |

Note: Data are for all SMCCCD courses in which CSM honors students enroll during a given academic year.

Sources: SMCCCD student database, Program Review

Honors Students' First Year Fall-to-Spring Persistence by Academic Year, 2014-15 to 2018-19

| Academic Year | Honors Program | | Collegewide Persistence Rate (%) |
|---------------|----------------|----------------------|----------------------------------|
| | Total Students | Persistence Rate (%) | |
| 2014-15 | 32 | 100.0 | 63.1 |
| 2015-16 | 34 | 94.1 | 65.4 |
| 2016-17 | 38 | 94.7 | 67.3 |
| 2017-18 | 42 | 100.0 | 65.8 |
| 2018-19 | 46 | 95.7 | 65.8 |
| Total | 192 | 96.9 | 65.4 |

Note: Students who first enroll in an IDST honors seminar in a given fall term are tracked for subsequent spring term enrollment.

Sources: SMCCCD student database, CSM Equity Plan

Average Number of Successful Course Completions by Cohort, 2014-15 to 2018-19

| Cohort | Completed Courses |
|--------------|-------------------|
| 2014-15 | 15.3 |
| 2015-16 | 17.9 |
| 2016-17 | 16.0 |
| 2017-18 | 15.8 |
| 2018-19 | 9.9 |
| Total | 14.7 |

Note: Data track all courses completed successfully during a student's SMCCCD academic history concurrent and subsequent to a student's first honors enrollment. Cohorts defined by the academic year during which a student first enrolls in an honors seminar.

Source: SMCCCD student database

Honors Students' Completion Rates, 2014-15 to 2016-17 Cohorts

| | Honors Completion | | Collegewide 3-year Completion |
|----------------|-------------------|----------------|-------------------------------|
| | Within 2 Years | Within 3 Years | |
| Total students | 107 | 107 | |
| Any completion | 80.4% | 88.8% | 44.3% |

Notes: Completion is defined as having earned a certificate, degree, or transfer to a 4-year institution. Honors completion determined from initial honors program enrollment. Collegewide completion rate based upon completion and transfer data for fall 2014 first-time full-time certificate-, degree-, and transfer-seeking cohort.

Source: National Student Clearinghouse, SMCCCD student database, federal Student Right-to-Know fall 2014 cohort data

Honors Students' Transfer Rates, 2014-15 to 2016-17 Cohorts

| | Honors Transfer | | Collegewide 3-year Transfer |
|-------------------------------------|-----------------|----------------|-----------------------------|
| | Within 2 Years | Within 3 Years | |
| Total students | 104 | 104 | 761 |
| Transferred to a 4-year institution | 61.5% | 75.0% | 42.2% |

Notes: Time to transfer determined from initial honors program enrollment. Does not include students without NSC records. Collegewide rate tracks a fall 2015 first-time full-time transfer-seeking cohort (n=761).

Source: National Student Clearinghouse, SMCCCD student database

Honors Students' Transfers by Type of Institution, 2014-15 to 2016-17 Cohorts

| Institution Type | Number of Transfer | % of Total |
|-----------------------------|--------------------|------------|
| University of California | 51 | 63.0 |
| California State University | 15 | 18.5 |
| Private or Out of State | 15 | 18.5 |
| Total | 81 | 100.0 |

Notes: Completion is defined as having earned a certificate, degree, or transfer to a 4-year institution. Time to transfer determined from initial honors program enrollment.

Source: National Student Clearinghouse, SMCCCD student database

Honors Students' Transfer Institutions, 2014-15 to 2016-17 Cohorts

| Institution | Number of Transfers | % of Total |
|--|---------------------|--------------|
| University of California - Berkeley | 19 | 23.5 |
| University of California-Davis | 11 | 13.6 |
| San Francisco State University | 9 | 11.1 |
| University of California - Los Angeles | 7 | 8.6 |
| University of California - San Diego | 7 | 8.6 |
| University of California - Santa Cruz | 5 | 6.2 |
| San Jose State University | 3 | 3.7 |
| Syracuse University | 3 | 3.7 |
| Stanford University | 2 | 2.5 |
| University of San Francisco | 2 | 2.5 |
| Amherst College | 1 | 1.2 |
| California State Polytechnic | 1 | 1.2 |
| California State University - Long Beach | 1 | 1.2 |
| California State University - Sacramento | 1 | 1.2 |
| Notre Dame De Namur University | 1 | 1.2 |
| Pace University | 1 | 1.2 |
| Palo Alto University | 1 | 1.2 |
| St Mary's College of California | 1 | 1.2 |
| SUNY - Stony Brook | 1 | 1.2 |
| University of California - Irvine | 1 | 1.2 |
| University of California - Santa Barbara | 1 | 1.2 |
| University of Florida | 1 | 1.2 |
| University of Southern California | 1 | 1.2 |
| Total | 81 | 100.0 |

Source: National Student Clearinghouse

Appendix D: UCLA TAP Data

Honors TAP Student UCLA Admissions, Fall 2016 to Fall 2019

| Admissions Term | # TAP Graduates | # Applied | # Admitted | % Admitted |
|-----------------|-----------------|-----------|------------|------------|
| Fall 2016 | 2 | 2 | 1 | 50.0 |
| Fall 2017 | 1 | 1 | 0 | 0.0 |
| Fall 2018 | 2 | 2 | 1 | 50.0 |
| Fall 2019 | 9 | 9 | 5 | 55.6 |
| Total | 14 | 14 | 7 | 50.0 |

* Fall 2020 15 (Pending)

Source: CSM Honors TAP Program

Appendix E: Student Demographics

Honors Student Demographics, 2014-15 to 2018-19

| | | Honors Program | | Collegewide (%) |
|------------------------------|------------------------------|----------------|---------|-----------------|
| | | Count | Percent | |
| Total unduplicated headcount | | 198 | | 35,147 |
| Ethnicity | African American | 5 | 2.5 | 3.3 |
| | Asian | 63 | 31.8 | 19.9 |
| | Filipino | 7 | 3.5 | 7.7 |
| | Hispanic | 33 | 16.7 | 29.5 |
| | Native American | 0 | 0.0 | 0.1 |
| | Pacific Islander | 6 | 3.0 | 2.2 |
| | White non-Hispanic | 57 | 28.8 | 28.6 |
| | Multi Races | 16 | 8.1 | 5.9 |
| | Unknown | 11 | 5.6 | 2.9 |
| Gender | Female | 96 | 48.5 | 49.0 |
| | Male | 98 | 49.5 | 48.2 |
| | Undisclosed | 4 | 2.0 | 2.9 |
| Age | Younger than 20 | 71 | 35.9 | 32.7 |
| | 20 - 24 | 93 | 47.0 | 26.7 |
| | 25 - 29 | 14 | 7.1 | 13.9 |
| | 30 - 34 | 4 | 2.0 | 8.1 |
| | 35 - 39 | 8 | 4.0 | 5.0 |
| | 40 - 49 | 4 | 2.0 | 6.3 |
| | 50 and older | 4 | 2.0 | 7.4 |
| Educational Goal | Transfer | 180 | 90.9 | 55.7 |
| | 2-year degree or certificate | 7 | 3.5 | 12.7 |
| | Career/job skills | 2 | 1.0 | 13.3 |
| | Educational development | 7 | 3.5 | 10.6 |
| | Improve basic skills | 0 | 0.0 | 2.1 |
| | Undecided | 2 | 1.0 | 5.7 |
| Other Demographics | Low Income | 58 | 29.3 | 33.6 |
| | First Generation College | 56 | 28.3 | 58.8 |
| | Disability | 20 | 10.1 | 8.0 |
| | Veteran | 6 | 3.0 | 4.5 |
| | International Student | 34 | 17.2 | 5.4 |

Note: Honors program data include all honors students enrolled from 2014-15 to 2018-19. Collegewide data do not include concurrently enrolled high school students. Source: SMCCCD student database

Appendix F: IDST Syllabi

IDST 101/103: Humanities Honors Seminar I/II
College of San Mateo | Fall 2019

Course Meetings: Fridays, 1:10 - 3:00, 14-205

Instructor: Sarah Mangin

Office: 15-107

Email: mangins@smccd.edu

Phone: (650) 574-6593

Office Hours: Th 10-12 and by appointment

Course Description

IDST 101: Introductory interdisciplinary research seminar for students admitted into the Honors Project program. Students are instructed and guided in various scientific investigative approaches and their applications in the humanities disciplines, social sciences, and creative arts. Working through an interdisciplinary seminar theme, students expand upon and deepen the content of a linked transfer course from the Humanities Cluster (Language Arts, Creative Arts, and Social Sciences). Students apprehend fundamental interdisciplinary theory and complete a distinct scholarly project that extends a content area of the chosen transfer course. Emphasis on peer collaboration, the fundamentals of research methodology, critical inquiry, and effective written and oral presentation.

IDST 103: For continuing Honors Project students with a concentration in the Humanities Cluster, this seminar further develops their mastery of interdisciplinary theory, research methodologies, and critical inquiry. Students are introduced to incorporating primary sources as they develop and complete a more advanced scholarly project based upon the content of the transfer course they have linked to the seminar. Emphasis on mentoring IDST101 students, and the pursuit of more original and independent research.

Student Learning Outcomes

IDST 101:

Upon successful completion of this course, you will be able to:

1. Demonstrate and apply an understanding of interdisciplinary studies and research skills.
2. Complete the distinct stages of a research project, including proposal, annotated bibliography, outline, draft revision, and the final presentation.
3. Collaborate with students from different disciplines.

IDST 103:

Upon successful completion of this course, you will be able to:

1. Collaborate with students from different disciplines
2. Mentor students in Humanities/Social Sciences research and its application
3. Complete an interdisciplinary research project

Highly Recommended Text

- *They Say / I Say: The Moves That Matter in Academic Writing, 4th edition*, by Gerald Graff and Cathy Birkenstein (ISBN 978-0-393-63167-8)

Required / Recommended Materials

- Paper, pens, pencils, erasers, paper clips, and so on
- A workable organizational strategy—notebooks, folders, photographic memory
- A CSM library card (for off-campus access to library databases and other resources)
- Access to a computer (or tablet/smartphone)—either by owning your own or by having sufficient time on campus to use those provided through college resources (e.g. the Learning Center, the Writing Center, the library) so you can
 - use Canvas to submit assignments, read/print course materials, and monitor your progress in the course
 - write your research paper
 - create your presentation slides

The Seminar Theme: What is it? Is it so?

Our over-arching theme of the seminar this semester takes the form of two intersecting questions: What is it? and Is it so? As basic as they sound, these two questions are essential to academic inquiry. We'll begin the semester by discovering how to enter academic discourse with precision and integrity, exploring how we know what (we think) we know, and practicing the fundamentals of academic research. At the same time, you'll each be developing your own research project, which will culminate in a research paper and conference-style presentation.

The Seminar Model

Seminars are not lecture-based classes; you do not simply show up and take notes. Here are some key things to remember:

- *No one sits at the back.* You are ALL responsible for the success of the class. Once we get started, we will gather every week to listen to *you* talk about your work, and give feedback. If you don't come prepared to talk, ask questions, collaborate and contribute, nothing will happen!

- *You must be ready to collaborate.* While each of you will work on very different research projects, you are each other's support group. Be ready to listen, ask questions, and offer feedback.
- *Asking questions IS contributing!* Students often assume that until they completely understand the material, they should keep their questions to themselves. That's one reason that so many classrooms are silent. But this, of course, misses the point. The classroom is a place of exploration, first and foremost. So bring your uncertainties, your questions, and confusions to the classroom, where we can all discuss them.
- *Absence hurts everyone.* In a group of twelve or so students, the persistent absence of two or three makes a big difference. Likewise, arriving late and leaving early are disrespectful to your peers; I expect you to be in class from 1:10 to 3:00. If you anticipate any problems that will affect your attendance, please let me know right away.

Course Work

All assignments and their respective rubrics will be explained in class and posted in writing on Canvas. While you will submit most work both digitally through Canvas and on paper in class, each assignment prompt will specify how and when it should be submitted. The course schedule will be posted and updated on Canvas. Late work will be accepted but will incur penalties of one letter grade per week late (e.g. B to C). To automate this calculation through Canvas (which relieves you and me from having to haggle about dates), Canvas will deduct 1.43% per day late, beginning immediately following the time of the due date.

- Approved project proposal: Each of you will submit a proposal for your research, to be signed off by your foundation instructor, the Honors Project coordinator, and your Honors seminar instructor.
- Annotated bibliography: A bibliography of the most important and relevant sources you've used, laid out in the format appropriate to your foundation course, and annotated with important information and details on each source, summarizing it and assessing its relevance to your project.
- Outline: A complete formal outline of your research paper
- Rough drafts: In-progress rough drafts of your research paper
- Research paper: A final draft of your research paper
- Presentation outline and draft: Adapted from your research paper's outline and rough draft (you will not be able to include your entire project in your presentation)
- End-of-semester presentation: At the end of the semester, we will hold an Honors Showcase, during which you will make an oral presentation of your project. This will last around 8-10 minutes and will be followed by a question-and-answer session. Your presentation must include some sort of visual representation of your talk (e.g. a PowerPoint-type slideshow).
- Seminar engagement: Seminars are not like regular classes. You *must* participate, which means you must be here, in class, and you must do the work. You must take an interest in your peers' projects and actively support each other throughout the semester.

Grading

Process

| | |
|---------------------------|-----|
| Approved project proposal | 2% |
| Annotated bibliography | 10% |
| Outline drafts (2) | 10% |
| Research paper drafts (2) | 10% |
| Presentation draft | 5% |
| Seminar engagement* | 15% |

**IDST 101: participation, attendance, reflection letters [4], completion of seminar readings and miscellaneous preparatory homework*

**IDST 103: participation, attendance, reflection letters [3], mentoring presentation [1], completion of seminar readings and miscellaneous preparatory homework*

Product

Presentation 24%

Research paper 24% → The research paper is likely to be what your foundation instructor will use to decide whether or not you have earned honors credit for their course. That means you should take the paper seriously.

Letter grades will be calculated as follows; final grades will be rounded to the nearest tenth.

| | |
|----|-------------|
| A | 100% – 94% |
| A- | < 94% – 90% |
| B+ | < 90% – 87% |
| B | < 87% – 84% |
| B- | < 84% – 80% |
| C+ | < 80% – 76% |
| C | < 76% – 70% |
| D+ | < 70% – 66% |
| D | < 66% – 63% |
| D- | < 63% – 59% |
| F | < 59% – 0% |

The Honors Seminar and the Foundation Course

You can earn honors credit in your *foundation course* based on your foundation instructor's assessment of your research project (essay, presentation, or both). Other criteria may apply here (clarity of thesis, focus of argument, relevance to foundation course, scope beyond foundation-course class material, etc.). It is VERY IMPORTANT to keep your foundation instructor updated on your progress throughout your project and to make sure you clearly understand your foundation instructor's expectations for honors-level work. *The honors seminar instructor* will grade all of the coursework you do for the seminar—everything listed under “process” and “product” in the Grading section, above. You can earn honors credit in the IDST seminar by successfully completing the seminar coursework with a grade of C or higher.

Other Policies

College Policies: College of San Mateo has policies on [plagiarism/cheating \(Links to an external site.\)](#), [sexual harassment \(Links to an external site.\)](#), [discrimination, \(Links to an external site.\)](#) [disruptive behavior, and other issues \(Links to an external site.\)](#). Please

review these policies in the Schedule of Classes and the Catalog and let me know if you have questions about them.

UC Transfer

The UC system views this course as a “variable topics” course, which is not pre-approved for UC transferability, but which may be granted after you enroll at a UC campus. Students are advised to retain the syllabus and related course materials for submission to the appropriate UC academic department. UC faculty then review these materials to determine if UC credit will be awarded.

Students with Disabilities

If you have a documented disability and need accommodations for this class, please let me know as soon as possible. Note that students who cannot take or read notes have the right to record class lectures for their personal study. Also, please consider contacting the Disability Resource Center (DRC) for assistance. They are in Building 10, first floor. (650) 574-6438; TTY (650) 574-6230.

Finally . . .

When you have questions about the class, please feel free to contact me. Email is the best way to reach me, and I will get back to you as soon as I can. If you feel confused about coursework or think you are falling behind, contact me right away so I can help clarify assignments or concepts for you and help you stay on track. It’s easy to solve problems when we work together; information in advance allows me to be flexible in meeting each student’s individual learning needs.

Welcome! I look forward to working with you all this semester! -Sarah

Course meetings: Fridays, 1:10-3:00, 14-215
Showcase gala: Friday, December 6, 1:00 – 5:00 (in building 10)
Final exam: Monday, December 16, 11:10 – 1:40 (in our usual classroom)
Instructor: Teeka James
Email: james@smccd.edu
Phone: (650) 574-6390

Office: 15-144
Hours: T Th, 11-12, and by appointment

Course Descriptions

IDST 101: Introductory interdisciplinary research seminar for students admitted into the Honors Project program. Students are instructed and guided in various scientific investigative approaches and their applications in the humanities disciplines, social sciences and creative arts. Working through an interdisciplinary seminar theme, students expand upon and deepen the content of a linked transfer course from the Humanities Cluster (Language Arts, Creative Arts, and Social Sciences). Students apprehend fundamental interdisciplinary theory, and complete a distinct scholarly project that extends a content area of the chosen transfer course. Emphasis on peer collaboration, the fundamentals of research methodology, critical inquiry, and effective written and oral presentation.

IDST 103: For continuing Honors Project students with a concentration in the Humanities Cluster, this seminar further develops their mastery of interdisciplinary theory, research methodologies and critical inquiry. Students are introduced to incorporating primary sources as they develop and complete a more advanced scholarly project based upon the content of the transfer course they have linked to the seminar. Emphasis on mentoring IDST101 students, and the pursuit of more original and independent research.

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IDST 101:

Upon successful completion of this course, you will be able to:

1. Demonstrate and apply an understanding of interdisciplinary studies and research skills
2. Complete the distinct stages of a research project, including proposal, annotated bibliography, outline, draft revision, and the final presentation
3. Collaborate with students from different disciplines

IDST 103:

Upon successful completion of this course, you will be able to:

1. Collaborate with students from different disciplines
2. Mentor students in Humanities/Social Sciences research and its application
3. Complete an interdisciplinary research project

Highly Recommended Text

- *They Say / I Say: The Moves That Matter in Academic Writing*, 4th edition, by Gerald Graff and Cathy Birkenstein (ISBN 978-0-393-63167-8)

Required / Recommended Materials

- Paper, pens, pencils, erasers, paper clips, and so on
- A workable organizational strategy—notebooks, folders, photographic memory
- A CSM library card (for off-campus access to library databases and other resources)
- Access to a computer (or tablet/smartphone)—either by owning your own or by having sufficient time on campus to use those provided through college resources (e.g. the Learning Center, the Writing Center, the library) so you can
 - use Canvas to submit assignments, read/print course materials, and monitor your progress in the course
 - write your research paper
 - create your presentation slides

The Seminar Theme: What is it? Is it so?

Our over-arching theme of the seminar this semester takes the form of two intersecting questions: What is it? and Is it so? As basic as they sound, these two questions are essential to academic inquiry. We'll begin the semester by discovering how to enter academic discourse with precision and integrity, exploring how we know what (we think) we know, and practicing the fundamentals of academic research. At the same time, you'll each be developing your own research project, which will culminate in a research paper and conference-style presentation.

The Seminar Model

Seminars are not lecture-based classes; you do not simply show up and take notes. Here are some key things to remember:

- *No one sits at the back.* You are ALL responsible for the success of the class. Once we get started, we will gather every week to listen to *you* talk about your work, and give feedback. If you don't come prepared to talk, ask questions, collaborate and contribute, nothing will happen!
- *You must be ready to collaborate.* While each of you will work on very different research projects, you are each other's support group. Be ready to listen, ask questions, and offer feedback.
- *Asking questions IS contributing!* Students often assume that until they completely understand the material, they should keep their questions to themselves. That's one reason that so many classrooms are silent. But this, of course, misses the point. The classroom is a place of exploration, first and foremost. So bring your uncertainties, your questions, and confusions to the classroom, where we can all discuss them.
- *Absence hurts everyone.* In a group of twelve or so students, the persistent absence of two or three makes a big difference. Likewise, arriving late and leaving early are disrespectful to your peers; I expect you to be in class from 1:10 to 3:00. If you anticipate any problems that will affect your attendance, please let me know right away.

Course Work

All assignments and their respective rubrics will be explained in class and posted in writing on Canvas. While you will submit most work both digitally through Canvas and on paper in class, each assignment prompt will specify how and when it should be submitted. The course schedule will be posted and updated on Canvas. Late work will be accepted but will incur penalties of one letter grade per week late (e.g. B → C). To automate this calculation through Canvas (which relieves you and me from having to haggle about dates), Canvas will deduct 1.43% per day late, beginning immediately following the time of the due date.

- Approved project proposal: Each of you will submit a proposal for your research, to be signed off by your foundation instructor, the Honors Project coordinator, and your Honors seminar instructor.
- Annotated bibliography: A bibliography of the most important and relevant sources you've used, laid out in the format appropriate to your foundation course, and annotated with important information and details on each source, summarizing it and assessing its relevance to your project.
- Outline: A complete formal outline of your research paper
- Rough drafts: In-progress rough drafts of your research paper
- Research paper: A final draft of your research paper
- Presentation outline and draft: Adapted from your research paper's outline and rough draft (you will not be able to include your entire project in your presentation)
- End-of-semester presentation: At the end of the semester, we will hold an Honors Showcase, during which you will make an oral presentation of your project. This will last around 8-10 minutes and will be followed by a question-and-answer session. Your presentation must include some sort of visual representation of your talk (e.g. a PowerPoint-type slideshow).
- Seminar engagement: Seminars are not like regular classes. You *must* participate, which means you must be here, in class, and you must do the work. You must take an interest in your peers' projects and actively support each other throughout the semester.

| |
|----------------|
| Grading |
|----------------|

Process

| | |
|---------------------------|-----|
| Approved project proposal | 2% |
| Annotated bibliography | 10% |
| Outline drafts (2) | 10% |
| Research paper drafts (2) | 10% |
| Presentation draft | 5% |
| Seminar engagement* | 15% |

**IDST 101: participation, attendance, reflection letters [4], completion of seminar readings and miscellaneous preparatory homework*

**IDST 103: participation, attendance, reflection letters [3], mentoring presentation [1], completion of seminar readings and miscellaneous preparatory homework*

Product

| | |
|-----------------------------|-----|
| Presentation | 24% |
| Research paper ¹ | 24% |

Letter grades will be calculated as follows; final grades will be rounded to the nearest tenth.

¹ The research paper is likely to be what your foundation instructor will use to decide whether or not you have earned honors credit for their course. That means you should take the paper seriously.

| | |
|----|-------------|
| A | 100% – 94% |
| A- | < 94% – 90% |
| B+ | < 90% – 87% |
| B | < 87% – 84% |
| B- | < 84% – 80% |
| C+ | < 80% – 76% |
| C | < 76% – 70% |
| D+ | < 70% – 66% |
| D | < 66% – 63% |
| D- | < 63% – 59% |
| F | < 59% – 0 |

The Honors Seminar and the Foundation Course

You can earn honors credit in your *foundation course* based on your foundation instructor’s assessment of your research project (essay, presentation, or both). Other criteria may apply here (clarity of thesis, focus of argument, relevance to foundation course, scope beyond foundation-course class material, etc.). It is VERY IMPORTANT to keep your foundation instructor updated on your progress throughout your project and to make sure you clearly understand your foundation instructor’s expectations for honors-level work. *The honors seminar instructor* will grade all of the coursework you do for the seminar—everything listed under “process” and “product” in the Grading section, above. You can earn honors credit in the IDST seminar by successfully completing the seminar coursework with a grade of C or higher.

Other Policies

UC Transfer

The UC system views this course as a “variable topics” course, which is not pre-approved for UC transferability, but which may be granted after you enroll at a UC campus. Students are advised to retain the syllabus and related course materials for submission to the appropriate UC academic department. UC faculty then review these materials to determine if UC credit will be awarded.

Students with Disabilities

If you have a documented disability and need accommodations for this class, please let me know as soon as possible. Note that students who cannot take or read notes have the right to record class lectures for their personal study. Also, please consider contacting the Disability Resource Center (DRC) for assistance. They are in Building 10, first floor. (650) 574-6438; TTY (650) 574-6230.

College policies

College of San Mateo has policies on plagiarism / cheating, sexual harassment, discrimination, disruptive behavior and other issues. Please review these policies in the Schedule of Classes and the Catalog.

Finally . . .

When you have questions about the class, please feel free to contact me. You may call me or email at any time, day or night, and I will get back to you as soon as I can. If you feel confused about coursework or think you are falling behind, contact me right away so I can help clarify assignments or concepts for you and help you stay on track. It’s easy to solve problems when we work together; information in advance allows me to be flexible in meeting each student’s individual learning needs.

Welcome! I look forward to working with you this semester!

Teeka



College of San Mateo

Alex Wong

IDST 102, Math and Science Honors Seminar Course Syllabus

Instructor: Alex Wong Office: 36-105D Phone: 650-574-6603
Office Hours (in 36-105D unless otherwise noted): Mondays 5pm-6pm, Wednesdays 8:45am-9:45am and 11am-12pm (in 36-110), Fridays 12-1pm and 3-4pm.
E-mail: wongalex@smccd.edu
Class times: Fridays, 1:10-3pm
Prerequisite: Admission to the honors program.

Goal of this course

The goal of this course is to develop your ability to be an independent scientific thinker, and to develop your research and communication skills. To develop these skills, each student will complete an honors project consisting of a research paper on the scientific topic of their choice and deliver a talk or poster on their findings. In class we will learn research and communication skills, often through working with our community of peers.

Course Content Objectives

At the end of this course you should be able to:

1. Demonstrate and apply an understanding of interdisciplinary studies and research skills.
2. Complete the distinct stages of a research project, including review and critical analysis of prior work, hypothesis formulation, experimentation, evaluation of results, and the final presentation.
3. Collaborate with students from different disciplines.

The Honors Project

The main work for this course will be the honors project. The honors project is an in-depth exploration of a science, technology, engineering, or math (STEM)-related topic, culminating in a paper and presentation.

Types of Project. Broadly speaking, projects fall into two categories: 1) synthesis of existing information and 2) applied research and/or engineering. The majority of projects are synthesis projects: students examine the existing literature on a particular topic and synthesize the known information. Past examples of synthesis projects include the “Chemistry of Opioid Addiction”, and the “Science of Haptograms”. Applied research and engineering projects are projects where students conduct original research and/or engineering. Students doing such projects must still

conduct literature reviews and their papers and presentations must describe the related science in their papers and presentations; simply conducting an experiment without background information is insufficient. Past examples of such projects include “General Equation for The Moment of Inertia of Regular Polygons”, and “Statistics in Hockey: Is an Aggressive Playing Style Preferable?”. All projects must demonstrate an in-depth understanding of at least one peer-reviewed academic primary source.

Foundation Courses and Instructors. Each honors project should be linked to a particular foundation course. Foundation courses can be any transferable course in STEM that you have passed or are currently taking. You must then find an instructor qualified to teach the foundation course to be your foundation instructor. This instructor agrees to act as the subject-matter expert for guiding and evaluating your project. It is best to have some ideas for projects before you approach a potential foundation instructor: do not expect a foundation instructor to supply you with a topic.

Topics. Finding a good topic is both very easy and very challenging. Almost every subject can be examined from a scientific lens; an interesting project could be done on the engineering of toothpicks. The most important thing is to pick something you are interested in and get started! Your goal is to come up with a topic that is both interesting and doable. A common mistake is to pick overly broad and/or overly vague topic. For example, “The physics of space flight” is far too vague to be an appropriate topic. “The design of the Voyager 2 spacecraft flight path” might be a better project.

As you consider ideas, it is recommended, but not required, that you pick a field in which you have already completed a course or two so that you will have some background in the material.

Schedule

It is vital that each student keeps up with the project over the course of the semester: a project of this scope cannot be left to the last minute! In order to keep people on task, I ask that you upload a summary of your work for the week and any written products **EVERY Thursday by 6:00 am**. (The deadline is set so that I can review what you have uploaded before class on Friday).

The following schedule is tentative and subject to change. Check Canvas for up-to-date due dates.

| Date | Due |
|------|---|
| 8/22 | <ul style="list-style-type: none"> • Commentary on a popular or mid-level source and the abstracts/introductions of two academic primary sources. |
| 8/29 | <ul style="list-style-type: none"> • Commentary on an additional popular or mid-level source and the abstracts/introductions of two additional academic primary sources. • Meet with your foundation instructor and report on the meeting. |
| 9/6 | <ul style="list-style-type: none"> • Identify and do a first full reading of at least one main academic primary source and link that source to a specific research question you hope to answer. Fill out academic reading summary sheet. • Draft of project proposal. |
| 9/13 | <ul style="list-style-type: none"> • Final project proposal. • Meet with your foundation instructor and report on the meeting. |

| | |
|--------------|--|
| | <ul style="list-style-type: none"> • Second reading of at least one main academic primary source or first reading of a second main academic primary source. Fill out reading summary sheet. |
| 9/20 | <ul style="list-style-type: none"> • Draft paper outline. • Reading summary sheet on further reading as needed. |
| 9/27 | <ul style="list-style-type: none"> • Draft of paper introduction. • Reading summary sheet on further reading as needed. |
| 10/4 | <ul style="list-style-type: none"> • Draft of half of paper body. |
| 10/11 | <ul style="list-style-type: none"> • Draft of second half of paper body. |
| 10/18 | <ul style="list-style-type: none"> • Draft of paper conclusion. |
| 10/25 | <ul style="list-style-type: none"> • Revisions of paper. |
| 11/1 | <ul style="list-style-type: none"> • Revisions of paper. • Draft of poster/ presentation. |
| 11/8 | <ul style="list-style-type: none"> • Revisions of paper. • Revisions of poster/ presentation. |
| 11/15 | <ul style="list-style-type: none"> • Revisions of paper. • Revisions of poster/ presentation. |
| 11/22 | <ul style="list-style-type: none"> • Bay Area Honors Symposium |
| 12/6 | <ul style="list-style-type: none"> • Honors Showcase (deliver presentations for some students) 1-4:30pm. |
| Monday 12/16 | <ul style="list-style-type: none"> • Final papers due. |

Grading

Your grade for the class is determined as follows:

- Final paper: 30%
- Final presentation: 20%
- Interim assignments: 40%
- Class participation and attendance: 10%

The final project, presentation, and annotated bibliography will be graded based on rubrics that will be distributed in class.

Interim assignments (drafts, practice presentations, etc.) will be graded as exceptional (4), good (3), complete (2), partially complete (1), or not complete (0). An average score of 3 on interim assignments gives you the full 40% grade for interim assignments.

Participation (attendance, contribution to class discussions, work with other students, class presentations, etc.) is critical to successfully completing this class. Your participation grade will be based on:

- Preparation for class (prepped for presentations and discussions of your work).
- Contributions to the in-class discussions.
- Attendance and being on time.

In order to pass the class, the final paper and final presentation must all be completed. If you miss 2 or more classes I can drop you from the class.

Disabled Students Programs and Services (DSPS)

If you have a documented disability and need accommodations for this class, please see me as soon as possible or contact the Disability Resource Center (DRC) for assistance. The DRC phone number is 574-6438 and is located in the bottom floor of building 10.

Title IX

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CSM Educational Equity

The faculty at College of San Mateo affirm that students are entitled to an equitable learning environment that celebrates their voice, fosters their agency, and develops their capacity for self-advocacy, and that is free of unfair practices. If you feel you are in an environment that is not conducive to your learning or you want to learn more about educational equity, please come talk to me. You may also contact CSM's Director of Equity (collegeofsanmateo.edu/equity) to explore your options.

College of San Mateo

Alex Wong

IDST 104, Math and Science Honors Seminar Course Syllabus

Instructor: Alex Wong Office: 36-105D Phone: 650-574-6603
Office Hours (in 36-105D unless otherwise noted): Mondays 5pm-6pm, Wednesdays 8:45am-9:45am and 11am-12pm (in 36-110), Fridays 12-1pm and 3-4pm.
E-mail: wongalex@smccd.edu
Class times: Fridays, 1:10-3pm
Prerequisite: IDST 102

Goal of this course

The goal of this course is to develop your ability to be an independent scientific thinker, and to develop your research and communication skills. To develop these skills, each student will complete an honors project consisting of a research paper on the scientific topic of their choice and deliver a talk or poster on their findings. In class we will learn research and communication skills, often through working with our community of peers.

Course Content Objectives

At the end of this course you should be able to:

1. Collaborate with students from different disciplines.
2. Mentor students in scientific research and its application.
3. Complete and evaluate an interdisciplinary research project.

Differences Between IDST 102 and 104

This course differs from IDST 102 in two main ways.

- 1) You will be expected to take on a mentorship role of the IDST 102 students. This will be accomplished through various assignments in which you guide and evaluate the work of

the 102 students. More importantly, you should consider it your role in and out of class to engage with the 120 students and mentor them through the honors project process.

- 2) The expectations for your project are higher. In particular, you are expected to produce a polished academic work, that shows good understanding of professional level academic research. The quality of the organization and writing will be graded more stringently than in 102.

The Honors Project

The main work for this course will be the honors project. The honors project is an in-depth exploration of a science, technology, engineering, or math (STEM)-related topic, culminating in a paper and presentation.

Types of Project. Broadly speaking, projects fall into two categories: 1) synthesis of existing information and 2) applied research and/or engineering. The majority of projects are synthesis projects: students examine the existing literature on a particular topic and synthesize the known information. Past examples of synthesis projects include the “Chemistry of Opioid Addiction”, and the “Science of Haptograms”. Applied research and engineering projects are projects where students conduct original research and/or engineering. Students doing such projects must still conduct literature reviews and their papers and presentations must describe the related science in their papers and presentations; simply conducting an experiment without background information is insufficient. Past examples of such projects include “General Equation for The Moment of Inertia of Regular Polygons”, and “Statistics in Hockey: Is an Aggressive Playing Style Preferable?”. All projects must demonstrate an in-depth understanding of at least one peer-reviewed academic primary source.

Foundation Courses and Instructors. Each honors project should be linked to a particular foundation course. Foundation courses can be any transferable course in STEM that you have passed or are currently taking. You must then find an instructor qualified to teach the foundation course to be your foundation instructor. This instructor agrees to act as the subject-matter expert for guiding and evaluating your project. It is best to have some ideas for projects before you approach a potential foundation instructor: do not expect a foundation instructor to supply you with a topic.

Topics. Finding a good topic is both very easy and very challenging. Almost every subject can be examined from a scientific lens; an interesting project could be done on the engineering of toothpicks. The most important thing is to pick something you are interested in and get started! Your goal is to come up with a topic that is both interesting and doable. A common mistake is to pick overly broad and/or overly vague topic. For example, “The physics of space flight” is far too vague to be an appropriate topic. “The design of the Voyager 2 spacecraft flight path” might be a better project.

As you consider ideas, it is recommended, but not required, that you pick a field in which you have already completed a course or two so that you will have some background in the material.

Schedule

It is vital that each student keeps up with the project over the course of the semester: a project of this scope cannot be left to the last minute! In order to keep people on task, I ask that you upload a summary of your work for the week and any written products **EVERY Thursday by 6:00 am**. (The deadline is set so that I can review what you have uploaded before class on Friday).

The following schedule is tentative and subject to change. Check Canvas for up-to-date due dates.

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| 11/1 | <ul style="list-style-type: none">• Revisions of paper.• Draft of poster/ presentation. |
| 11/8 | <ul style="list-style-type: none">• Revisions of paper.• Revisions of poster/ presentation. |
| 11/15 | <ul style="list-style-type: none">• Revisions of paper.• Revisions of poster/ presentation. |
| 11/22 | <ul style="list-style-type: none">• Bay Area Honors Symposium |
| 12/6 | <ul style="list-style-type: none">• Honors Showcase (deliver presentations for some students) 1-4:30pm. |
| Monday 12/16 | <ul style="list-style-type: none">• Final papers due. |

Grading

Your grade for the class is determined as follows:

- Final paper: 30%
- Final presentation: 20%
- Interim assignments: 30%
- Mentoring and participation: 20%

The final project, presentation, and annotated bibliography will be graded based on rubrics that will be distributed in class.

Interim assignments (drafts, practice presentations, etc.) will be graded as exceptional (4), good (3), complete (2), partially complete (1), or not complete (0). An average score of 3 on interim assignments gives you the full 40% grade for interim assignments.

Participation (attendance, contribution to class discussions, work with other students, class presentations, etc.) is critical to successfully completing this class. Your participation grade will be based on:

- Preparation for class (prepped for presentations and discussions of your work).
- Contributions to the in-class discussions.
- Attendance and being on time.

In order to pass the class, the final paper and final presentation must all be completed. If you miss 2 or more classes I can drop you from the class.

Disabled Students Programs and Services (DSPS)

If you have a documented disability and need accommodations for this class, please see me as soon as possible or contact the Disability Resource Center (DRC) for assistance. The DRC phone number is 574-6438 and is located in the bottom floor of building 10.

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CSM Educational Equity

The faculty at College of San Mateo affirm that students are entitled to an equitable learning environment that celebrates their voice, fosters their agency, and develops their capacity for self-advocacy, and that is free of unfair practices. If you feel you are in an environment that is not conducive to your learning or you want to learn more about educational equity, please come talk to me. You may also contact CSM's Director of Equity (collegeofsanmateo.edu/equity) to explore your options.

IDST 102 / 104 – Honors Seminar
College of San Mateo – Fall 2019
Dr. Christopher Walker

Course Information:

- Day/Time: Friday 1:10pm-3:00pm
- Room: 14-206
- Start Date: August 15th, 2019
- End Date: December 16th, 2019

Professor Information:

- Office: 15-120
- Office Hours: MWF 9am-10am; F 11am-12pm; T 1pm-3pm; Other times by appointment.
- Phone: 650-574-6321
- Email: walkerc@smccd.edu (best way to contact me)

Course Description: Introductory interdisciplinary research seminar for students admitted into the Honors Project program. Students are instructed and guided in various scientific investigative approaches and their applications in the natural science, mathematical and engineering disciplines. Working through an interdisciplinary seminar theme, students expand upon and deepen the content of a linked transfer course from the Sciences Cluster (Sciences, Technology, Engineering and Math). Students apprehend fundamental interdisciplinary theory, and complete a distinct scholarly project that extends a content area of the chosen transfer course. Emphasis on peer collaboration, the fundamentals of scientific research and its application, and effective written and oral presentation.

Student Learning Outcomes (SLOs)

Upon successful completion of this course, a student will meet the following outcomes:

1. Demonstrate and apply an understanding of interdisciplinary studies and research skills.
2. Complete the distinct stages of a research project, including proposal, annotated bibliography, outline, draft revision, and the final presentation.
3. Collaborate with students from different disciplines.

Honors work

102/104:

- Research journal (5-8 entries, approx. 12-30 pages).
Every two weeks, you will bring in and submit a written log of your activities, including
 - (a) What you've read (title, author, very brief overview and response)
 - (b) Reflections on the research process (what difficulties you're having, how you feel about your subject, what you plan to do next, what has been most interesting)You will give an oral presentation to the class (5-8 minutes), and submit the text for review and response.

- Proposal (1-3 pages). Each of you will submit a finalized proposal for your research, to be signed off by your foundation instructor, the Honors Project coordinator, and your Honors seminar instructor. (Form to be distributed.)
- Outline (1-3 pages). A complete formal outline of your paper.
- Annotated bibliography (2-7 pages). A bibliography of the most important and relevant sources you've used, laid out in the format appropriate to your foundation course, and annotated with 1-2 paragraphs on each source, summarizing it and assessing its relevance to your project.
- Research paper (10-20 pages). A formal essay, cited and documented in the format appropriate to your foundation course.
- End-of-semester presentation. At the end of the semester, we will hold an Honors Showcase, during which you will either present a poster of your work or make an oral presentation of your project. You can also make an oral presentation in your foundation class (With instructor approval). Specific dates and times for the showcase will be determined shortly, but you should aim for the week before finals (December 6th).
- Participation. Seminars are not like regular classes. You *must* participate, which means you must be here, in class, and you must do the work.
- Mentoring and support. 104 students should be ready to guide discussion groups, share their experiences, and mentor 102 students.

Grading

| IDST 102/104 | |
|--------------------------|-----|
| Process: | 50% |
| Participation – | 5% |
| Proposal – | 5% |
| Research journal – | 10% |
| Outline – | 10% |
| Annotated bibliography – | 10% |
| Rough Draft – | 10% |
| Final Paper: | 30% |
| Presentation: | 20% |

Foundation v. seminar instructors: who grades what?

- The honors seminar instructor can give you honors credit for the IDST seminar, based on your participation, and the extent of your research and work – in other words, on the *process* as it is reflected in the portfolio materials. A semester of serious research, consistent participation and completed assignments can earn you an A grade, even if you ultimately don't end up accomplishing what you set out to do.
- The foundation instructor can give you honors credit for your foundation course, based on his or her assessment of your research project (essay, presentation, or both). Other criteria may apply here (clarity of thesis, focus of argument, relevance to foundation course, etc.)

It is VERY IMPORTANT to keep your foundation instructor in touch with what you are doing!

The seminar model

Seminars are not lecture classes. You do not simply show up and take notes. Here are some key things to remember:

- *No one sits at the back.* You are ALL responsible for the success of the class. Once we get started, we will gather every week to listen to *you* talk about your work, and give feedback. If you don't come prepared to talk, ask questions, collaborate and contribute, nothing will happen!
- *You must be ready to collaborate.* While each of you will work on very different research projects, you are each other's support group. Be ready to listen, ask questions, and offer feedback.
- *Asking questions IS contributing!* Students often assume that until they completely understand the material, they should keep their questions to themselves. That's one reason that so many classrooms are silent. But this, of course, misses the point. The classroom is a place of exploration, first and foremost. So bring your uncertainties, your questions and confusions to the classroom, where we can all discuss them.
- *Absence hurts everyone.* In a group of ten or so students, the persistent absence of two or three makes a big difference. If you anticipate any problems that will affect your attendance, please let me know right away.

OTHER POLICIES

UC Transfer

The UC system views this course as a "variable topics" course, which is not pre-approved for UC transferability, but which may be granted after you enroll at a UC campus. Students are advised to retain the syllabus and related course materials for submission to the appropriate UC academic department. UC faculty then review these materials to determine if UC credit will be awarded.

Students with Disabilities

If you have a documented disability and need accommodations for this class, please let me know as soon as possible. Note that students who cannot take or read notes have the right to record class

lectures for their personal study. Also, please consider contacting the Disability Resource Center (DRC) for assistance. They are in Building 10, first floor. (650) 574-6438; TTY (650) 574-6230.

College policies

College of San Mateo has policies on plagiarism / cheating, sexual harassment, discrimination, disruptive behavior and other issues. Please review these policies in the Schedule of Classes and the Catalog.

CALENDAR

| | | |
|--|-------|--|
| <p>INTRODUCTION During this period you are exploring possible topics. You should have fixed on a fairly precise topic by Friday, September 13th.</p> | 8/16 | Introductions What are “interdisciplinary studies?” |
| | 8/23 | Foundation courses / Exploring your interests |
| | 8/30 | Foundation courses / Exploring your interests |
| | 9/6 | How to pick a good research topic |
| | 9/13 | Proposals Due. |
| <p>RESEARCH During this period you are actively researching, drafting and revising your outline, and getting ready for your final paper. Students should have a rough draft completed by Friday, October 25th.</p> | 9/20 | What’s a source? The basics of research |
| | 9/27 | Source Review |
| | 10/4 | Managing research |
| | 10/11 | Managing research |
| | 10/18 | Pulling everything together: organizing your work |
| | 10/25 | Pulling everything together: from outlines to papers |
| <p>COMPLETION During this period, students are pulling together their research into a coherent presentation and writing their papers. Your presentation must be ready by Friday, December 6th. You must submit the portfolio and papers by Monday, December 16th.</p> | 11/1 | Pulling everything together: From drafts to papers |
| | 11/8 | Pulling everything together: Presentations / papers |
| | 11/15 | Pulling everything together: Presentations / papers |
| | 11/22 | Practicing presentations |
| | 12/6 | Honors showcase |
| | 12/16 | Final meeting / submission (Monday). |

Appendix G: Independent Contract Form

Honors Project Independent Contract Proposal Cover Sheet

Date:

Student name:

Instructor name:

Course name and number:

Term:

Student email:

Instructor email:

Section number:

Section I

Please attach a 1-2 page summary explaining in detail the honors contract you and your instructor have designed. You must address all questions below. We understand that some of this information may be modified as the project evolves.

1. **Project Goal, Guiding Question, Thesis:** What is the ultimate learning goal of this project? What question guides this project? If possible, provide your current working thesis.
2. **Project Outcome:** What will be the outcome and/or evidence of completion of this project? Be specific about quantity and format. Will this be a research paper? Will it be a series of shorter papers? Will it involve media or other materials/experiments?
3. **Project Quality:** How does this project distinguish itself from the regular assignments for the course? How will it embody a higher academic performance and more advanced scholarly inquiry? Explain how the project's breadth and depth exceed regular course assignments, and any interdisciplinary framework of the project.
4. **Project Outline:** What will be the basic organization and structure of the project? Provide an outline showing the major topics or components.
5. **Sources and Bibliography:** Describe the research you intend to undertake. What kinds of sources will you use? How extensive will your bibliography be? Will you utilize any primary sources? List at least three initial sources you currently plan to explore. Are there any possibilities for field trips or future publication?
6. **Project Process and Timeline:** Please describe the steps you will take to complete your honors project, along with a timeline for each step's completion. Include your scheduled meetings with your instructor, including a mid-semester review of progress and a pre-final presentation meeting, just before the end of the term.

Student signature:

Date:

I certify that I have reviewed and approve this honors proposal contract. The academic standards reflected here are of high quality and meet my expectations for honors credit for this course. I will meet with the student regularly to attempt to ensure that the final product fulfills this contract.

Instructor signature:

Date:

Section II

The Honors Project coordinator will review and approve progress of this project at three stages: the initial proposal (by week 5), an overview of research, sources and project outline (by week 8), and revisions/preparation for final presentation (by week 14). Please submit work electronically via email to the Honors Project coordinator (with this page); or make an appointment for a brief conference.

1. Proposal Comments:

Signature:

Date:

2. Research/outline overview Comments:

Signature:

Date:

3. Revisions/final presentation preparations Comments:

Signature:

Date:

Appendix H: Sample Independent Contracts

Sample Independent Contract 1

Honors Project Independent Contract Proposal Cover Sheet

Date: February 13, 2019

Student name: Shiloh Andersson

Term: Spring 2019

Student email: shilohandersson@my.smccd.edu

Instructor name: Kamran Eftekhari

Course name and number: Section number: JA

Instructor email: eftekhari@smccd.edu

CIS 264 Computer Architecture and Assembly Language

Section I

Please attach a 1-2 page summary explaining in detail the honors contract you and your instructor have designed. You must address all questions below. We understand that some of this information may be modified as the project *evolves*.

Project Goal, Guiding Question, Thesis: What is the ultimate learning goal of this project? What question guides this project? If possible, provide your current working thesis.

Project Outcome: What will be the outcome and/or evidence of completion of this project? Be specific about quantity and format. Will this be a research paper? Will it be a series of shorter papers? Will it involve media or other materials/experiments?

Project Quality: How does this project distinguish itself from the regular assignments for the course? How will it embody a higher academic performance and more advanced scholarly inquiry? Explain how the project's breadth and depth exceed regular course assignments, and any interdisciplinary framework of the project.

Project Outline: What will be the basic organization and structure of the project? Provide an outline showing the major topics or components.

Sources and Bibliography: Describe the research you intend to undertake. What kinds of sources will you use? How extensive will your bibliography be? Will you utilize any primary sources? List at least three initial sources you currently plan to explore. Are there any possibilities for field trips or future publication?

Project Process and Timeline: Please describe the steps you will take to complete your honors project, along with a timeline for each step's completion. Include your scheduled meetings with your instructor, including a mid-semester review of progress and a pre-final presentation meeting, just before the end of the term.

Student signature:  Date: February 13, 2019

I certify that I have reviewed and approve this honors proposal contract. The academic standards reflected here are of high quality and meet my expectations for honors credit for this course. I will meet with the student regularly to attempt to ensure that the final product fulfills this contract.

Instructor signature:  Date: **1/13/2019**

Section II

The Honors Project coordinator will review and approve progress of this project at three stages: the initial proposal (by week 5), an overview of research, sources and project outline (by week 8), and revisions/preparation for final presentation (by week 14). Please submit work electronically via email to the Honors Project coordinator (with this page); or make an appointment for a brief conference.

Proposal Comments:

Signature: _____ Date: _____

Research/outline overview Comments:

Signature: _____ Date: _____

Revisions/final presentation preparations Comments:

Signature: _____ Date: _____

Honors Project Independent Study Proposal

Shiloh Andersson

CIS 264 Computer Architecture and Assembly Language, Dr. Kamran Eftekhari

Goal

The goal of artificial intelligence is to create computer programs that mimic human intelligence. Although computers are faster at certain tasks, like mathematical computations, than humans, humans outperform machines in fields such as visual analysis. The human brain can easily differentiate between different kinds of fabrics and recognize faces, but computers struggle with these seemingly easy tasks. Computer scientists have researched methods for computers to analyze images in a similar fashion that the human brain employs. Over the last few decades, artificial neural networks have been studied and designed in order to mimic human intelligence. In recent years, neuroevolution algorithms have been applied to artificial neural networks in order to replicate the natural process of biological evolution. For my project, I aim to learn the mathematics of a specific class of neural networks known as convolutional neural networks, or CNNs. Furthermore, I want to study the effect of applying a novel neuroevolution algorithm known as HyperNEAT on CNNs.

Outcome

For this project, I aim to write a research paper that explains the mathematics of CNNs and the effect of HyperNEAT on CNNs. This will be a synthesis paper where I examine how other researches have applied HyperNEAT to CNNs.

Quality

The Computer Architecture and Assembly Language course provides students with an understanding of the organization and behaviors of computer systems, which will help programmers optimize their code. Optimization is at the heart of machine learning. Not only must a computer correctly perform a task, but it must also be able to "learn" quickly. Training a neural network requires a lot of hardware due to the intensive mathematics involved with neural networks. This project exceeds the regular expectations of the course because neural network training is an example of a real-life problem that needs a solid understanding of computer architecture.

Outline

Here is a brief outline of my final paper:

A short abstract that summarizes the purpose and outcome of this project

An introduction to neural networks

An explanation of HyperNEAT

A few sections discussing the mathematics of how CNNs perform

Examples from other researchers who have applied HyperNEAT to CNNs

Sources and Bibliography

To conduct my research project, I plan to read several research papers about neural networks. Additionally, I plan to watch some online videos from educational content creators, such as 3Blue1Brown and Computerphile, whose content is generally geared toward audiences who have a fairly high level understanding of mathematics and computer science. Here are some sources I have either looked at or seek to explore:

Grant Sanderson. "But what *is* a Neural Network? - Deep learning, chapter 1." URL <https://www.youtube.com/watch?v=aircAruvnKk>, 2017. Grant Sanderson. "Gradient descent, how neural networks learn Deep learning, chapter 2." URL <https://www.youtube.com/watch?v=IHZwWFHwa-w>, 2017.

Grant Sanderson. "What is backpropagation really doing? - Deep learning, chapter 3." URL <https://www.youtube.com/watch?v=llg3gGewQ5U>, 2017.

Michael Pound and Sean Riley. "How Blurs & Filters Work - Computerphile." URL https://www.youtube.com/watch?v=C_zFhWdM4ic, 2015.

Michael Pound and Sean Riley. "Finding the Edges (Sobel Operator) - Computerphile." URL <https://www.youtube.com/watch?v=uihBwtPIBxM>, 2015. Michael Pound and Sean Riley. "Neural Network that Changes Everything - Computerphile." URL <https://www.youtube.com/watch?v=py5by00HZM8>, 2016.

Jacob Schrum. "Evolving Indirectly Encoded Convolutional Neural Networks to Play Tetris With Low-Level Features." 2018.

Process and Timeline

I would like to have the research portion (i.e. most of the necessary reading) done by week 7. By week 10, I would like to have a first draft finished. From week 10 to 14, I will work on a presentation in which I will explain the essence of my research. I want to be able to explain neural networks to someone who has little to no background in computer science. I plan to meet with Dr. Eftekhari every Friday at noon. During those meetings, we will review progress for that week. If there is no school on that day, then we will communicate via email.

Sample Independent Contract 2

Date: 9/22/19

Term: Fall 2019

Name: Amrutha Natarajan

Email: amrntha.nalajaran@3:t!!u.mail.com

F. Instructor Name: Lindsey Ayotte

Course Name and Number:

F. Instructor Email: avottel@smccd.cdu

COMM 150: Intercultural

Communication

Section Number: AX

Swept Under the Rug: Mental Health in India

India currently suffers a serious mental health crisis, with an estimated 56 million people that suffer from depression and 38 million from anxiety disorders, according to a report by the World Health Organization. This is a crucial reason why a student commits suicide every hour in India. However, the attitude toward mental health is quite jarring. Social stigma remains an obstacle for Indians coping with mental health issues. The collective stance on mental health is "there is something wrong with you and it's your fault." For many Asian Americans, talking about mental health with loved ones is extremely difficult. Issues like anxiety and depression are swept under the rug and ignored, as it is often acknowledged as an excuse for laziness. There is a shameful viewpoint understood by many Indian communities, and my ultimate goal for this project is to understand why this is the case. My guiding question is: *How can we change the way mental health is approached and understood in Indian communities today?*

This project goes beyond the coursework of COMM 150: Intercultural Communication as it is a branch of the discussed topic of stigma. While in class, we touched base with stigmas and stereotypes within different countries and how that is addressed- mental health was something that was specifically covered. Ideally, this topic will combine, challenge, and summarize topics discussed in class and end on a note where something can be done. I will be looking at papers and constructing research of my own, but I wish to go further than this. I was thinking of doing a survey in order to collect data on how Indians (might extend it to Asians) talk about mental health in their families (if they do or not) and based on those results either create some sort of campaign to encourage this. Or I might outline an app idea that encourages mental health in Asia and specifically targets families to talk to their younger kids about mental health.

Teaching kids at a young age that "feeling sad" is not something to be ashamed will encourage a more open discussion about mental health, combating the stigma. Introducing mental health education at a young age creates and establishes trust between a child and a trusted loved one which would greatly reduce the alarming suicide rates in India.

In regards to a research paper, I will first define and provide background on what mental health is. I would then go in-depth to the perception of mental health in Asian countries. From there, I would branch specifically into India and how mental health was the first discussed and compare it to what the climate is now. I would look into the difference between men, women, and children's perception of mental health, which would be back-up by research papers, investigative journals and looking at charts and figures. These papers would provide information about mental illnesses that are prominent in India and how they are addressed. Also, the correlation between women, men, and children on mental illnesses. Also, these papers would look into the difference between how mental illness was handled by the older generation and first- generation born citizens. Cultural differences are the root cause of many Asian parents' lack of understanding and sympathy towards their children's mental health concerns, so I will be looking into that as well. While

my main focus is in India, I would compare and try to find similarities between other Asian countries and those that still struggle to address the issue of mental health. I would be looking to see what has been done to talk about mental health and what is available, and then propose my idea based on what I learned.

Tentative Bibliography

Bhattacharya, Ananya. "In India, One Student Commits Suicide Every Hour." *Quartz India*, 8 Jan. 2018, qz.com/india/1174057/in-india-one-student-commits-suicide-every-hour/.

Kennedy, Miranda. "In India, Stigma Of Mental Illness Hinders Treatment." *NPR.org*, 11 Aug. 2010, npr.org/templates/story/story.php?storyid=129091680

Malhotra, Savita, and Ruchita Shah. "Women and mental health in India: An overview."

Indian Journal of Psychiatry, vol. 57, no. 6, 2015, p. 205.

"Mental Health Care in India: Restoring Hope and Dignity." *World Health Organization*,

www.who.int/fcaiores/2015/rncntal-hcalth-eare-india/en/.

Padukone, Deepika, et al. "5 Charts That Reveal How India Sees Mental Health." *World Economic Forum*, 30 Apr. 2018, www.weforum.com/agenda/2018/04/5-charts-that-reveal-how-india-sees-mental-health/.

Thomas, Maria. "Charted: India's Shocking Attitudes Towards Mental Illness." *Quartz India*, 27 Mar. 2018, qz.com/india/1237314/fear-and-apathy-how-indians-look-at-those-suffering-mental-illnesses/

Student signature: Amrutha Natarajan

Date: 9/22/19

Appendix I: Student/Faculty Surveys, Comments, Correspondence

Fall 2018: Humanities Seminar / Students

Why are you interested in the Honors Project?^{16 responses}

I've done honors once already. I like being able to explore a subject and to focus in on my personal interests as well.

I want to write an expanded essay of an essay I wrote in Baden's course.

Ms. Anderson originally sparked my interest in the course, and overtime, I became more curious. I felt it was a great opportunity to improve my communicative skills.

I want to practice high-level research, writing, and presentation skills while simultaneously pursuing in-depth a topic which I find exciting and interesting.

I am interested in the Honors Project because I appreciate smaller and more focused classrooms, and wish to educate myself beyond of what I learn in my average classes.

I'm interested in the Honors Project because it's more bling for my transcript.

I want to further my research skills and look further into Psychology before I transfer.

it's a good preparation for a 4 year and elevates my chances of getting into UCLA

I hope that while doing a humanities based project it will give me ideas of what I can do with my bachelors degree.

To find out whether I have a genuine interest in research work and to explore about an issue that I am passionate about.

I want to build a skill where I can be able to use at a 4 year university.

I want to make the most out of my time at CSM, challenge myself academically, and get the UCLA TAP Certification. My courses have not been too difficult, but I want to push myself and the Honors Project is an opportunity for me to do so.

I want to challenge myself to improve my skills for the future in the classroom and brighten my chances in the future

I am interested in the Honors Project because unlike most regular courses, it teaches me life skills such as creating a professional presentation, and helps me carve out my own path to becoming an independent adult going into higher education. Not only am I excited to be a part of a tightly knit learning community, but I also believe my participation in the Honors Project will give me a slight edge when I apply to transfer.

To become better at researching and writer and to challenge and motivate myself

It's challenging and fun

What do you hope to get out of this course?^{16 responses}

I hope that I can write a great paper and learn more about a subject that interests me

I hope to have some newfound knowledge on how challenges, traumas, loss changes a person whether that is personally or physiologically.

After attending the first class, I am now looking forward to learning how to connect various fields with each other in an engaging and academic way.

I hope to gain confidence in my ability to produce a longer research project and, by the course's end, have created a piece of writing which I am proud of.

To meet other students who have a strong interest in academic and intellectual exploration.

I hope to get better skills from this course.

I hope to gain more skills and confidence in myself to use them.

being better at research and being able to communicate my ideas to others.

I hope to get a small taste of what my senior thesis or project will be like.

I hope to develop a very persuasive presentation to educate people here in the US about the education system in a country like India to understand how valuable and opportunistic the US education system is.

Better communication, writing, and critical thinking skills.

I hope to learn about more about economics and accounting in real-life, beyond the classroom. I also hope to increase my skills both as a student and as an intellectual.

I hope to get a better understanding at how to look at things at a deeper level. Also to learn how to write research papers.

I hope to improve my research, presentation, writing, and social skills that will continue to stick with me and benefit me throughout my education and career.

Building a community with my peers in the class and forming friendships. I also want to have a really good research paper at the end

research skills, time management, interdisciplinary thinking, a good well-researched paper

What concerns do you have about this course?^{16 responses}

I'm not used to having canvas work as well as my honors essay writing and such, so hopefully I can get used to the differences and use this as a tool to further my experience with the honors project

Malcolm Gladwell and his style of analysis is an inspiration of mine for how I want to conduct and connect my research. I guess one of my concerns would be as to how I will find research in a way that related to the "memoir" style of writing I plan to do.

None

I worry that I will lose focus and/or motivation to complete the paper and presentation mid-way through the semester, or that I will struggle to keep on top of my responsibilities for this course on top of everything else I hope to achieve this semester.

Getting started with my project and following through with it.

I'm concerned I won't be able to narrow down my topic in time.

I am worried that I will not know what to do for my paper and presentation, or that I will spend most of my time between decisions without taking one and running with it. I don't want to put out a bad product.

I don't know what to do for my initial topic I'm kind of lost and I don't really know where to start to frame a good topic question/topic

I hope this does not over shadow necessary study time for my fast track to Calculus

I hope to convey my passion about this issue that I, myself, have experienced to my audience effectively. I hope my public speaking skills are good enough to captivate my audience alongside wishing to keep up with the work in this course.

Not being able to hold a conversation during the seminar and getting points deducted.

My main concern is that the project is open-ended. Throughout my academic career, I have had difficulty finding a good topic and/or questions for research papers and projects. I hope to learn to do this better in the Honors Project.

It'll add stress to me and I won't do as good as others in the class

Last semester, I worried about balancing the workload between the seminar and my regular courses. Although it went smoothly initially, it became more difficult. This semester, I do not have specific concerns, but I have a goal of not repeating the same mistake I made in the fall.

Nothing, I feel confident especially since I have completed a project already

From faculty, fall 2019:

The strengths of the program is that it takes students through the research process and prepares them for the expectations for college level academic work. We too often champion the idea of "thinking outside the box" as innovative without the corollary that in order to think outside that box, we need to know what's in it first!

As a foundation instructor, I would greatly appreciate it if the honors seminar instructors shared their syllabi and timelines so that I am aware of what the students are working on and the deadlines of when things are due. Each foundation instructor uses a different approach to how he or she takes the students through the research process, so I'd like to be aware of what students are doing. I have worked with several students who are in the same section of a given seminar and have gotten conflicting information about the specifics and expectations for an assignment. In addition, I have had students coming to me asking me to sign a blank form (saying that they will "fill in the details" later), and I have been approached with this by even the strongest of my honors students. Obviously, I need to be firm with students and tell them that I'll not sign anything unless I know what I am signing.

Finally, while I do like the idea of presentations (either power point or posters) as this celebrates all of the hard work that students have done throughout the semester, I do think that sometimes these presentations do not accurately represent either that hard work or the rigor (including the exercise of "getting lost") of the entire process. Discovery of ideas is not a linear process. When visitors come to the showcases at the end of the semester, we should see that students have written a substantial and well-researched paper (finished product) as well as a reinforcement of the journey itself. This should be made visible; otherwise, folks come away from those showcases thinking that the power points and posters (some of them not very well done at all) are "all that is involved" in the honors project when those of us who have worked very hard throughout the semester know otherwise.

Hope this is helpful,

1. What are the strengths, and/or the advantages, of the Honors Project?

As a faculty member that has participated in 6 student Honors Projects, I love being a Foundation Faculty member. It is amazing to have an outlet for the botanical research that I am interested in by working with the outstanding students that participate in the Honors Project. Of course, the advantage for students is that they learn biological research and presentation skills before they transfer to a CSU or UC, which places them well ahead of the curve as they advance in their academic careers.

2. What are the challenges? What could be improved? Suggestions welcome.

A few more hours of pay for the faculty would be nice. Maybe 5 instead of 2 hours?

1. What are the strengths, and/or the advantages, of the Honors Project?

- a) Students learn how to work on open-ended projects.
- b) Students acquire more self-confidence and determination to pursue higher education
- c) Faculty members get to interact more directly with each other and learn about their colleagues' technical interests

2. What are the challenges? What could be improved? Suggestions welcome.

- a) Realistically, students are not ready until they complete the relevant course. It is very hard to concurrently work on an Honor Project for a course while taking that course during the same semester.
- b) Choosing science projects that students can genuinely contribute beyond what is already known and published.
- c) Coordination between the different faculty members involved in an Honor Project.

From students, fall 2019:

1. What are the strengths, and/or the advantages, of the Honors Project?

The honors project prepares me for a graduate program.

It allows me to research and deep dive in a subject that I am interested in. I learned so much about my specific subject, but I also learned a lot about other areas. The seminar allows us to learn about each other's work and help each other out. So not only do we gain knowledge about our own work, we gain knowledge about other student's work, and we learn to work in a group and help each other out. Another obvious advantage is the UCLA TAP agreement we have that allows us to choose a backup Major and gives us better chances of getting accepted.

2. What are the challenges? What could be improved? Suggestions welcome.

Some challenges in the honors program is meeting with foundation instructors because although they are technically part of the program they don't have a class specifically for helping the student. Both the student and the foundation instructor have to find time to meet outside of the class time and most times outside of their office hours because most of their schedules are really busy. I think this can be solved with good communication and time management but it is just a little challenging to figure it out.

1. What are the strengths, and/or the advantages, of the Honors Project?

I think the Honors Project has a whole host of strengths. Firstly, the seminars give students a place to find a community of people who are motivated and working towards transferring. Doing the projects allows for further research into topics of interest, and I've already got a paper I intend to build upon when I go into higher education. What's more, having a foundation

instructor allows a student to build a relationship with a professor and this creates opportunity for support that students don't always find when they're in college. Honors Project also gives honors credit which looks good on a transcript and also encourages students to stick with the classes they are in to receive that credit (the only reason I stayed in Chem 210!)

2. *What are the challenges? What could be improved? Suggestions welcome.*

I personally had very positive experiences in my seminars and am currently working independently which is something that isn't difficult, since I've already done this twice before. However, other students have told me their honor's professors ask for a lot from them, and the grading is strict. I think the grading should be based on effort and completion rather than what the professor actually thinks of what's submitted, especially when it comes to outlines and journals, because those can be improved upon. The seminars are meant to be supportive of students, not to create an environment of stress. Students are already busy and working hard to balance an added project, so doing journals that are graded and having proposals or outlines graded and included in a final grade makes it more stressful and far less encouraging. In my case, I had two professors who mainly graded based on the final product, which couldn't exist without a proposal and outline and rough draft anyways, which I preferred.

May 14, 2019

To Whom It May Concern:

We are reaching the conclusion of our second semester as members of the College of San Mateo Honors Project and we wanted to take a moment to reflect on the impact of seminar size on our experience. This semester, we have fewer students in the seminar than we had last semester, and decreased seminar size has significantly improved our experience. The smaller size allows more time for in-depth engagement and much needed feedback from the entire group. We have time to workshop our projects and get the necessary feedback from the variety of perspectives present in our class. We have students who are studying subjects from history and psychology to accounting, and the smaller size allows for these voices to really shine through in a way that was not as effective or impactful in the larger group. This is more true to the interdisciplinary style that is one of the most valuable aspects of the Honors Project at the College of San Mateo. We have experienced a supportive and cooperative environment throughout the entirety of our honors experience, and these aspects are significantly enhanced with reduced seminar size.

Sincerely,
Alyssa Montserrat, Maya Riley, & Salema Elgelda

From: "James, Katherine Teeka" <james@smccd.edu>

Date: Friday, October 11, 2019 at 11:51 AM

To: "Heath, Stephen" <heaths@smccd.edu>, "Avera, Joshua" <averaj@smccd.edu>, "Persley, Erin" <persleye@smccd.edu>, "von Bleichert, Peter" <vonbleichertp@smccd.edu>, "Laderman, David" <laderman@smccd.edu>, "Anderson, Rene" <andersonr@smccd.edu>, "Clifford, James" <clifford@smccd.edu>, "Lehigh, Steven" <lehighs@smccd.edu>, "Irwin, Tatiana" <irwint@smccd.edu>, "Iyengar, Malathi" <iyengarm@smccd.edu>

Subject: Update: Humanities Honors Project

Dear Foundation Instructors:

Thank you so much for all the support you've given to our humanities honors students this semester. I wanted to send you all an update of where we've been and a look ahead to where our students will be going as we move into the second half of the semester. My apologies for the length of this email.

We spent the first half of the semester learning about academic research methodologies, the importance of questions, and the ways to recognize our own academic biases. Students have defined their projects and submitted proposals (which you have signed off on), created annotated bibliographies, and (just this week) finished outlining their research papers. In the second half of the semester, students will be writing (multiple) drafts of their papers and planning and practicing their project presentations.

David Laderman, our Honors Project coordinator, and I are providing the students with lots of process-focused support and are responding to content as best we can by commenting on readability, the logical organization and expression of ideas, and so on; however, you are the content experts, and now is when your honors students will likely need some increased support.

Here's what you can do:

1. You all should have received one or two reflection papers from your honors students so far—one on or around September 13th and one on or around October 4th. In these papers, students should have communicated their progress to date on their project, indicated what they feel confident about and what they need support with, and set out a specific timeline / task list for themselves for the upcoming month. If you haven't received those papers, please reach out and ask your student(s) about them.
2. Students have just completed the first draft of an outline for their research paper. Ask them about it. Ask them if they need help thinking through the sections of the paper.

3. In a month, students will have completed rough drafts of their presentations. You might help them identify which parts of their project will lend themselves best to the presentation. Some of our students will choose to present conference posters; some will choose oral presentations. Talk with your student about which format might work best with their project. Talk with them about how professionals in your field usually share research with one another.
4. Let your student(s) know what parts of their project you want to see in draft form. Do you want to see outlines? Second rough drafts? Do you want to preview their presentation or conference poster? Talk about this now with your student(s) so they are clear on your expectations for earning honors credit in your course.

Here are the deadlines your students are working to meet:

Completed deadlines

- √ 9/6 — Project proposal
- √ 9/13— Reflection paper 1*
- √ 9/20— Research Planning and Annotated bibliography
- √ 10/4— Reflection paper 2** (IDST 101 students only)
- √ 10/11— Rough draft of outline

Upcoming deadlines

- 10/18— Completed outline
- 10/25— First self-evaluation due
- 11/1 — First rough draft of paper due
- 11/1 — Reflection paper 3 due*
- 11/8 — Rough draft of presentation due
- 11/22 — Second rough draft of paper due
- 11/29 — Reflection paper 4 due*
- 12/6 & 12/16 — Project presentations (schedule to be determined)
- 12/13— Second self-evaluation due
- 12/16 — Final papers and final presentations due; final portfolio due to foundation instructor

* Students submit these to their foundation instructors (for information only) via email

** IDST 103 students give a mentoring presentation to their peers in lieu of the second reflection paper (Stephen, Josh, and Erin—these are your students)

Finally, if you have any questions or concerns, please feel free to contact me. And, again, thank you for the encouragement you provide to our students.

Best regards,

Teeka

—

Teeka James (she/her/hers)

Professor of English

Co-Coordinator, Writing in the End Zone

Co-Coordinator, The Writing Center

Chair, Faculty Professional Development Committee

COLLEGE OF SAN MATEO

Building 15-144

(650) 574-6390 | james@smccd.edu

From: "Wong, Alex" <wongalex@smccd.edu>

Date: Tuesday, August 27, 2019 at 9:57 AM

To: "Eftekhari, Kamran" <eftekharik@smccd.edu>, "Locke, David" <locke@smccd.edu>,

"Flowers, Jeff" <flowersj@smccd.edu>, "Nishanian, Harutiun (Harry)"

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Subject: Honors Project Foundation Instructor Information

Hello Kamran, David, Jeff, Jose, and Harutiun,

If you're on this list, it is because one of my students has told me that you have agreed to be a foundation instructor for an honors project this semester. So first of all, THANK YOU for participating. None of this works without your efforts. Being a foundation instructor can be a lot of work with minimal (financial) compensation, so I really do appreciate it.

Apologies in advance for this very long email: I wanted to make sure you have all the information you might need. Those of you who have already been foundation instructors can probably skip down to the fourth paragraph, which describes something a bit new. For those of you who have not, the idea is that you are serving as the subject matter expert for your student. During the early part of the semester this means you can help the student find appropriate sources, give them some pointers on understanding those sources, and guide them towards an appropriate project. In the middle of the semester you can help them implement the project, and towards the end you can provide them feedback on the rigor of their work. After the semester I will ask you to give me a "yes" or "no" about whether you think the student's work has earned a "with honors" designation for the foundation class on their transcript.

Meanwhile, I see my role as guiding the students through the day-to-day work of the project and fostering collaboration and a sense of community between honors students. I'll be setting

up a series of intermediate deadlines for completing various parts of the project, and working with them on basic skills like how to find and read academic literature, how to write the paper, and how to prepare the presentation/poster. I'll add you all as observers on the course Canvas page so you can see what these deadlines are. (I've also attached the seminar syllabus here).

As students start to develop projects, one thing I want to emphasize this semester is the expectation is that they will wrestle with the primary academic literature. Part of the goal of the honors project is to get them engaged with science in practice, so I want to try and move as much as possible away from broad-but-not-very-in-depth surveys of general topics and get them looking at actual individual studies. To this end I am requiring that each student have at least one "main" source that is from a peer-reviewed academic journal that reports on original research (as opposed to, say, a survey paper or editorial), and that their project relates substantially to that source. Ideas might be comparing and contrasting the main source with another related study, doing original work that builds off the main source, or putting the main source in a broader context. The bottom line though is that I would like them to demonstrate a good in-depth understanding of at least that one source.

The challenge then, for these next few weeks, is to simultaneously find an appropriate "main" source and to develop a project that pairs with that source. Most students at this phase have a general topic in mind (say, the physics of drone flight). What I'm hoping they will do is start to explore the literature on their topic and discover that individual studies address much more specific questions (e.g. how does propeller geometry affect drone stability?). So I am pushing them to start finding and reading abstracts of primary sources, and then to develop a project building off of one or more of those sources (e.g. comparing/contrasting/synthesizing the results of two different studies on the effects of propeller geometry). Once they have settled on a main source, they can then spend a few weeks really understanding that source well (and undoubtedly having to do background research to understand it better) and that will hopefully lead to specific and well-defined projects. That's the idea anyway. Of course if you and/or your student have a different model in mind, I'm happy to talk about it.

The upshot is, what I'm requesting from you all is to please help them navigate the literature in your area for the next few weeks to try and guide them towards appropriate primary sources and research questions!

A few other things:

- For project topics we can be pretty flexible with the link between the project topic and the foundation course. The project does not have to be straight out of the textbook: as long as there is a reasonable link between the project and the course, we should be fine.
- I will be sharing links to various Google Docs with you over the coming weeks. These are the Google Docs in which I am asking that your students do their work: so you should be able to use those to check in on what they have been up to.

- We're moving towards more of the final presentations being posters (like at an academic conference) and fewer being talks. The public showcase and poster session will be the afternoon of Friday Dec 6. There may or may not also be some final student talks on Monday Dec 16.

Thanks again very much for your help and for your patience with this lengthy email! Do please let me know if you have any questions or comments!

Alex

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