



Honors Committee Agenda

Monday, November 26, 2023
ZOOM Meeting
2:30-4:00 PM

Type of Meeting: *Regular*

Note Taker: Towana Catley

Please Review/Bring: Agenda Packet & Minutes

Committee members:

Towana Catley, Faculty Co-Chair
Dr. Darcy Wiewall, Faculty Co-Chair
Dr. Jedidiah Lobos, Dean MSE Administrative Member
Rae Agahari, Arts & Humanities
Nathasha Hong, Counseling
Dietra Jackson, Counseling
Elinda Parkinson, Health & Safety Sciences
Jacqueline Seekamp, Library
Kaitlin Bessinger, Math Sciences Engineering
Mike Pesses, Math Sciences Engineering
Pavinee Villapando, Math Sciences Engineering
Greg Langner, Language & Communication Arts
Dr. Matthew Jaffe, Social & Behavioral Sciences
David L. Adams, Social & Behavioral Sciences

Kevin North, At-Large
Dr. Rachel Jennings Tafarella, At-Large
Alberto Mendoza Gonzalez Larreynaga,
Adjunct Representative
Vejea Jennings, Ex-Officio
John Vento, Ex-Officio
Colton Beardsley, ASO Representative
Rita Jarbanda, ASO Representative

OPEN, Athletics & Kinesiology
OPEN, Career Technical Education

Items	Person	Action
I. Call to Order and Roll Call	Towana & Darcy	
II. Open Comments from the Public		
III. Informational Items <ul style="list-style-type: none"> TAP Honors Syllabi Repository 2023-24 Subject Area Awards Memorandum 	Towana & Darcy	
IV. Approval of Minutes <ul style="list-style-type: none"> Approval of Minutes – October 23, 2023 	<i>All</i>	<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>
V. Report <ul style="list-style-type: none"> None 	<i>All</i>	
VI. Action Item <ul style="list-style-type: none"> COMM 101 Honors Proposal \ Greg Langner 	<i>All</i>	<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>
VII. Discussion <ul style="list-style-type: none"> COMM 101 Honors Proposal \ Greg Langner Marketing Sub-committee? Honors Option Contract System Revision Process Honors TAP Regalia 		<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>
<ul style="list-style-type: none"> Adjournment 		
<ul style="list-style-type: none"> NEXT MEETING DATE: January 22, 2024 		



Honors Transfer Alliance Program Course Proposal

Instructions: Use this form to propose an honors section of a course. Honors sections of courses must fulfill all requirements of the Course Outline of Record, but they are distinguished from traditional courses in a number of ways:

- Innovative and active teaching learning method
- Depth and breadth of material
- Emphasis of critical thinking
- Use of technology, supplemental readings, practical applications

The following criteria will help the Honors committee to determine if the course will be distinguished from a non-honors course. **Please be very detailed and specific in your responses.**

Course Number and Title: Comm. 101: Introduction to Public Speaking (original)

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

- Course will provide content about the history or background of the field being studied.
- Course will show an awareness of some of the field's major theories or current trends
- Course will require students to perform a case study, field experience, or other application.
- Course utilizes research methods including proper documentation for the discipline.
- Course will help students to demonstrate critical thinking and/or meta-cognitive abilities.

- 1. Please provide an overview of your proposed course. Be sure to show how it differs from the traditional course. Please provide a copy of the syllabus for the traditional course (included it at the end of this document).**

This Honors COMM. 101: Honors version of Public Speaking differs primarily from the standard course by incorporating ethnographic research as a central component to the curriculum. Students will build on the standard research practices required for all Informative and Persuasive speeches in all Public Speaking classes. In addition to grounding their messages and arguments in relevant, peer-reviewed, and journalistic texts along with other credible forms of documentation, students will also learn about and conduct field research using

the particular methods of Observational Analysis, Participant-Observation, Qualitative Interviewing, and Thematic Analysis. Accordingly, students will also learn about the importance of approaching and practicing ethnography ethically and with a deliberate concern for cultural awareness and sensitivity. The honors seminar will be informally referred to as “Comm. 101/Honors: Conducting and Presenting Ethnographic Research.”

2. Explain how the course will be flexible in format and teaching methodologies. Describe how the course will strive for a greater degree of student participation and involvement.

Because students will be conducting field research designed explicitly to support and reinforce course content, our discussion-based lectures will regularly center around students' experiences gathering research materials in the field. Ethnographic and other qualitative research practices require a range of methods for documenting observations, analyzing findings, and seeking consent from participants. Because each of these methods can be approached in a wide variety of ways, we will facilitate robust workshops and group dialogues encouraging students to detail their approaches to each method, identifying potential shortcomings as well as suggestions for success which other students can find valuable for their own research practice. Students will also be expected to analyze and discuss a selection of peer-reviewed academic studies and other texts requiring more rigorous, critical, deliberate assessment of principles and practices than those required for standard public speaking classes.

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter? Describe writing assignments and discuss how the course will foster critical thinking?

Students will be required to submit both an Ethnography Agenda near the beginning of the semester, and a full Ethnography Report near the end of the semester. The Ethnography Agenda will be a detailed plan for conducting their ethnographic research, from how they will identify a culture/community they can appropriately engage and embed themselves with, and directly learn from; to how they will go about conducting their interviews. The fuller Ethnography Report will initially guide Honors students through required readings on Critical Ethnography (Conquergood 1991; Madison 2011), and others more deeply

focused on cultural identity and development (Butler 1990; Muñoz 1999); readings will be expounded on through roundtable, seminar-style discussions. We will then study the necessary research methods used for research utilizing a range of basic resources, readings, and videos covered within class; students will have an opportunity to experiment in-class with each basic method (observational, thematic, critical/qualitative analyses). Lessons and discussions on the processes of conducting and presenting ethnographic research will always be contextualized and maximized within the public speaking curriculum. In other words, we will focus on the importance of deliberately, methodically, and empathetically improving our ability to understand and connect with other people (which is ultimately what our public speaking classes are all about).

4. **What supplemental readings will be assigned and how will independent reading be determined and assessed? Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.**

Students will follow the instructions provided in a focused Reading Guides to conduct ongoing research into principles and practices beyond those discussed in a standard public speaking textbook. In particular, students will develop a deeper and more expansive appreciation for, and understanding of, the importance of culture and social identity. They will be guided towards readings on the principles and practices of *disidentification* (Muñoz 1999), *social performance* (Goffman 1956; Hopper 1993), *performativity* (Butler 1990), the *carnavalesque* (Bakhtin 1963), and others as relevant and appropriate. Spending time reading about and collectively discussing a range of cultural expressions and perspectives will allow students to develop their own messages to more effectively and thoughtfully connect with audiences and with one another. Students will not be rigorously/punatively assessed on these concepts, but rather, encouraged to incorporate understanding of their relevance into the speeches they develop and deliver.

Students in the Honors Public Speaking course will also be assigned three additional, distinct readings on ethnographic research within the Performance Studies tradition, which will be discussed at-length on select days of class, and are tentatively as follows: Dwight Conquergood's "Rethinking Ethnography:

Towards a Critical Cultural Politics” (1991), Tracy Stephenson-Shaffer’s “Performing Backpacking: Constructing ‘Authenticity’ Every Step of the Way” (2004), and the introduction to D. Soyini Madison’s *Critical Ethnography: Method, Ethics, and Performance* (2011).

Students will also complete multiple in-class activities made to teach and reinforce the core ethnographic approaches we focus on: Observational Analysis and Participant Observation, Qualitative Interviewing, and Thematic or Textual Analysis.

5. What ideas do you have for field trips, guest speakers, and opportunities to attend related cultural and social events, if applicable?

Because students will be required to conduct their own field research, they will also be required to report (within their Ethnography Report) where they are going, when, and how they intend to approach any given community, culture, or environment respectfully and thoughtfully. Previous Honors Projects completing these same basic requirements have directly explored the lives and experiences of Indigenous Peoples in Central Mexico, working class communities of the Antelope Valley, and a good deal in-between. Honors Students’ Ethnography Reports will require documentation of their interviews and fieldwork. During regularly scheduled class times, we will also conduct experiments of our basic research methods in various appropriate capacities and spaces across campus (I asked to have the class scheduled as a three-hour session to provide us with adequate time to conduct mock research experiments and then to substantively talk about and collaborative learn from them immediately after). I am also hopeful that future offerings of this class that collaborate with the Equity Speaker Series and other programs on campus to invite guest presenters and artists who can offer useful and more expansive insights into the importance of directly studying inter/cultural experiences.

6. The course fulfills which of the following (check all that apply):

General education requirement

Major requirement

Elective only