



**Lone Star College –
North Harris
Honors Program
STUDENT HANDBOOK
2011-2012**

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LSC-North Harris Honors Program Student Handbook

Welcome to the Honors Program.

This handbook includes a tentative calendar outlining important dates and deadlines, as well as a list of do's and don'ts to keep in mind as you approach this challenging and successful semester. We have also included copies of various forms as well as additional information that we feel might be helpful to you. Please keep this book in a handy place and refer to it anytime you have questions concerning the Honors Program.

We hope you have a rich and rewarding experience completing your Honors contract. Let us know if there is anything we can do to help you with this endeavor.

The Honors Student Organization

The Mission of the LSC-North Harris Honors Program

The mission of the North Harris Honors Program is to enhance existing programs and to reaffirm the College's commitment to excellence by identifying, recruiting, and challenging motivated students, providing enrichment and flexibility to develop full student potential, and to offer faculty the opportunity for renewal and innovation.

Our Logo



The North Harris Honors Program Logo depicts a simple Celtic knot surrounded by the four cornerstones of the program: commitment, excellence, challenge and enrichment. Celtic knots generally represent the journey through life and eternity. This knot in particular symbolizes the four corners of the world.

To the Honors Council the logo expresses our hope that, as students journey through life to the four corners of the world, they will take with them the commitment to excellence that they exhibited in their Honors work and will continue to challenge themselves to find added enrichment in all they do.

General Honors Program Information

Tentative Fall/Spring Calendar

<u>End of Week</u>	<u>Activity</u>
1	Honors-by-contract announced to classes.
3	Deadline for student application forms.
4	Deadline for signed contracts.
9	Pizza Party luncheon for students and faculty.
12	Scholarship applications due.
12	Honors Day proposals due.
14	Student presentations of Honors research on Honors Day.
15	Final faculty and student evaluations due.

We strongly suggest that you meet with your Honors mentor(s) a minimum of 6 times throughout the semester. For example, you might schedule meetings during the 3rd, 5th, 7th, 9th, 11th, and 13th weeks. These meetings will assure that you receive the direction, assistance, and guidance needed to successfully complete your Honors contract.

Do's and Don'ts

Do

1. Do hang in there when you get frustrated.
2. Do remember, you are not in this alone. Check in with your mentor, an HSO officer, or anyone on the Honors Council any time you need information, guidance, or encouragement.
3. Do expect to be challenged. When the semester is over, don't be surprised to find yourself tingling with a sense of pride and accomplishment.
4. Do take advantage and be enriched by your contract or class. Attempting an Honors contract is an excellent way to enhance your academic studies.

Don't

1. Don't give up. Very few things go exactly as planned the first time you try them. If this is your first Honors-by-contract, expect some frustration.
2. Don't let dates sneak up on you. Review due dates often.

Honors Program Student Application

All students interested in attempting an Honors contract **must complete a student application each semester and submit it to the Honors Director no later than the third week of class**. Any student is welcome to attempt an Honors contract. Once the student application is completed, it is up to the student to seek out the Honors faculty for the contract he or she wishes to attempt and to sign a contract with the faculty mentor for that contract.

Recognition at Graduation

If a student is interested in graduating from the Honors Program as an Honors Program Graduate or an Honors Scholar with Distinction however, (s)he must successfully complete 15 hours of Honors credit with at least a 3.5 GPA.

To graduate as an Honors Scholar, students must complete 9 hours of Honors credit with at least a 3.5 GPA, and complete an Honors Scholar contract.

Perks for Honors Students

1. Academic recognition
 - a. **Honors designation** on transcript for every Honors contract/section successfully completed.
 - b. **Honors Program Graduate** (Honors Program Student graduating with at least 15 hours of successfully completed Honors credits with at least a 3.5 GPA) will receive a bronze medallion and special recognition during commencement.
 - c. **Honors Scholar** (Honors Program Student graduating with at least 9 hours of successfully completed Honors credits, at least a 3.5 GPA, and completion of a Honors Scholar contract that includes 25 hours of community service) will receive silver and red cords and additional acknowledgment at commencement.
 - d. **Honors Scholar with Distinction** (Honors Program Graduate and completion of a Honors Scholar contract that includes 25 hours of community service) will receive gold and red cords and additional acknowledgment at commencement.
 - e. **Publication of student research**
All independent research papers prepared for the fulfillment of an Honors contract should be of a high enough caliber to warrant publication. Students who are interested in publishing their work may seek to do so on campus, through the Gulf Coast Honors Consortium, and through various professional publications. For more information, contact the Honors Director.
2. More job interview opportunities
3. Opportunities to meet and exchange ideas with other Honors students through:
 - a. Honors Student Organization meetings with scheduled workshops and activities
 - b. Honors Day presentation of students' research
 - c. Regional and national meetings

For More Information about the Honors Program

HSO (The Honors Student Organization)

When students join the Honors Program they become a member of the Honors Student Organization. The HSO provides the opportunity to interact with other Honors students while at the same time providing more opportunities for enrichment.

Web Site

The LSC - North Harris Honors Program maintains a web site which may be reached from both the District and the college web page (see Honors Program under Quicklinks). It has more information on the program, the faculty, the contracts, newsletters, and calendars. You may also reach the web page from: <http://lonestar.edu/honors-nharris.htm>

Newsletter

The HSO publishes a newsletter twice during the semester. News of interest to Honors students and commentaries can be found in *The Honors Scholar*. All Honors students are invited to submit articles for publication in this newsletter. They may be turned into the A-262C.

HSO Office

SC-208 is the HSO Room. We share this space with Phi Theta Kappa. At a commuter college such as ours, it is important for Honors students to have contact with one another. Therefore, this room is available to students for study, discussion, and socializing. Notices about upcoming events and news of interest to Honors students are posted there. Meetings, meeting times, and locations are posted there, as well. So, come on in and help support one another in your academic efforts.

Honors Seminar Room

A-172 has been designated as the Honors Program Seminar room. It is available for seminar meetings with your Honors student(s). A-172 is also where the Honors Council meetings are held.

Bulletin Board and Literature Holder

Outside of A-172 is a bulletin board exclusively for the Honors Program and HSO. It contains deadlines and meeting times as well as pictures of Honors Program and HSO events. Additionally, forms for the Honors program such as application, newsletters, lists of contracts, and scholarship applications can be found in the literature holder to the right of A-172.

Honors Scholar Program

In order to graduate as an **Honors Scholar**, a student must successfully complete **nine hours of Honors credits** and **complete an Honors Scholar contract that includes 25 hours of off-campus community service**. The service requirement must be completed within a single semester according to the requirements listed below.

In order to graduate as an **Honors Scholar with Distinction**, a student must complete **fifteen hours of Honors credits** and **complete an Honors Scholar contract that includes 25 hours of off-campus service**. The service must be completed within a single semester according to the requirements listed below.

The service requirement may be fulfilled in one of the following ways:

- Continuing with an on-going community service activity
- Contracting for service with an agency or organization of the student's choice

Procedures:

1. Attend a mandatory orientation offered at the beginning of each semester.
2. Complete an application.
3. Submit a Service Learning Contract to the Service Coordinator with the name of the organization and the project supervisor's signature by the third week of classes.
4. Maintain a written log of service activities signed by the project supervisor.
5. Meet with the service coordinator after completing 12 of the required 25 hours to discuss the progress of the project.
6. Have Service Coordinator contact project supervisor to discuss student progress.
7. Make a formal oral and visual presentation of the service project during Honors Day.
8. Write a synthesis paper about the project (1,000 word minimum) due on Honors Day and to be kept on file in the North Harris LRC.

Honors Contracts/Sections Outcomes

All Honors Contracts/Sections require Honors students to:

1. Be mentored by an Honors faculty member
2. Produce a product that demonstrates:
 - a. A high degree of scholarship
 - b. Critical thinking
3. Make an oral presentation of your research
4. Complete a contract in one semester. Students who fail to complete the requirements for a signed contract will **not** be allowed to attempt a contract for the same course again.

Retroactive Honors Contracts

A student may petition the Honors Council to take any contract retroactively. **However, this petition must be made within one year of completing the course for which the contract is requested.** It is the student's responsibility to make sure (s)he attempts an Honors contract within the year of completing the course. If a student does not verify this and pursues a contract after one year of taking the course, that student will not receive Honors credit for said course.

Contract Extensions

A student may petition the Honors Council for an extension to complete a contract under exigent circumstances. **Students must petition the Honors Council for extensions, sign a contract extension form, and complete the contract under the conditions outlined in the form in order for Honors credit to be awarded.**

Developing New Honors Contracts

A student may initiate the creation of a new Honors contract by collaborating with a faculty mentor who teaches the course for which the contract is being proposed. **Note: New contracts must be approved by the Honors Council the semester before they are taken.** This policy is to ensure students have ample time during the semester to work on their contract.

Expectations for Honors Mentors

The very heart of the Honors experience occurs in the relationship that the students have with their Honors mentor. The Honors Council sees the fulfillment of certain expectations for the mentors as mandatory for the successful completion of an Honors contract.

1. Commitment to a formally arranged schedule of seminar meetings that:
 - a. Meet outside of the regular classroom
 - b. Total at least six hours during the semester
 - c. Are substantive in nature
 - d. Discuss the progress of the student's learning outcome
2. Completion of final learning outcome before Honors Day.
3. Production of a learning outcome that is of publishable quality or up to prescribed standards.
4. Guidance in preparing an abstract for the Honors Day program
5. The translation of the learning outcome into a brief (10-15 min.) oral presentation which includes:
 - a. Rehearsal of the oral presentation before Honors Day or class presentation.
 - b. Help in the preparation of audiovisual aids for the oral presentation.

6. Attendance at the Honors Day luncheon and Honors Day presentations.

The students deserve to have this mentoring and attention for a full Honors experience. If your mentor is not fulfilling these expectations, please let the Honors Director know.

Honors Evaluation Process

In an attempt to evaluate the quality and success of the Honors Program, the Honors Council has developed an end of semester form.

- A. Students who complete their contracts are given a final opportunity to comment on their Honors-by-contract experience by evaluating not only the Honors mentor but also the course work.
- B. The Honors faculty are required to evaluate the performance of each student who completes a contract. In addition to the student evaluation(s), faculty are required to comment on the course.
 - Students who receive a “C” or below in the course will **not** receive Honors credit, nor be allowed to present their Honors project at any Honors Program sponsored conference.

Honors Day Presentations Preparation

RATIONALE

The culminating event of an Honors contract may be a written paper or product of some kind that demonstrates the students’ ability to make use of critical thinking. This includes their ability to analyze, synthesize, and apply what they have learned in their Honors work. It is not simply a book (or books) report. It should go at least one step beyond that which is expected of non-Honors students in terms of breadth and depth.

The exhibition of these results, however, entails something more than just a reading of the paper or display of the product. Nor is it a matter of reading highlighted portions of a paper or an impromptu explanation. Rather, the presentations should be carefully constructed as a separate requirement of the Honors contract. It is the mentor’s responsibility to see that students not only complete the appropriate culminating event, but also that students stand ready to present it to an audience or peers, colleagues, mentors and others. **Honors Day presentations are rated by a panel of judges each semester. The top rated students are then given the opportunity to travel and present at local, regional, and national conventions.**

TIPS TO ENHANCE YOUR HONORS DAY PRESENTATION (ADAPTED FROM NCHC)

YOUR ABSTRACT

Your 50-word description should summarize the content and structure of your presentation. It should be written in complete sentences. It should be as specific and clear as possible. If, for

example, your work relies on the work of particular authors, geographical places, historic periods, scientific discoveries, etc., they should be named. Avoid jargon, technical terms, complex formulae, etc. and use language that can be understood by and appeal to a broad audience.

CONSIDER YOUR AUDIENCE

Your presentation will be held in a room that holds approximately 35 people, all of whom elected to attend your presentations. It is safe to assume that the majority of those individuals are already interested and perhaps somewhat knowledgeable about your general topic. It would be wise, therefore, to offer the appropriate amount of background information that neither talks down to your audience nor assumes they have been immersed in the same research and investigations that you have. To achieve a smooth delivery, practice your presentations prior to Honors Day including using presentation items and audio-visual materials so that you do not fidget with them unnecessarily during your presentations.

MAKE WRITTEN HANDOUTS AVAILABLE

People like handouts. If the presentation lends itself to a schematic diagram, bibliography, or printed examples, it is good to use them. Prepare at least 20 sets for your audience. Collating handout pages in a logical sequence and stapling them together helps your audience follow your presentation.

AS YOU BEGIN...

Approach the speaking area with confidence. As you introduce your presentation, make your purpose(s) clear to the audience, let them know what you intend to achieve with them, alert them to the number of points in your organizational structure so they can follow along easily. In other words, "Tell them what you are going to say, say it, and tell them you said it". Be sure that you introduce yourself, and answer the questions, what did you do? Why did you do it? And what difference does it make that you did it?

DELIVERY THAT INVOLVES YOUR AUDIENCE

- Maintain eye contact with all parts of the audience throughout the presentation.
- Speak at a rate that is easy for each audience member to follow.
- Speak with clarity and appropriate volume so that the entire audience can hear you.
- Use your notes minimally so that the audience senses your preparedness and enthusiasm. (In other words, do not read your presentation)
- Incorporate gestures and natural body movements that enhance your message.
- Avoid distracting gestures, such as jingling pocket change and adjusting clothing or hair.
- If there are multiple partners, consider and practice how you will switch among them and consider the amount of time it takes to shift from section to section of your presentation.
- Practice a smooth incorporation of audio-visual materials, especially technology that is provided. Make sure your visuals are easily seen.
- Be sure to time your presentation. Within the time frame, you will have to allow time to set up, to introduce yourself or to be introduced, to pass out materials, and to answer questions from the floor. If you have materials to pack up, you might enlist the support of a colleague to help you so that your presentation does not overlap another one.

FOUR STEPS TO SUCCESS

1. Adhere to the due date for the final product that is at least two weeks prior to Honors Day to allow for presentation preparation.
2. Preparation of the Oral Presentation
 - Begin at the beginning by preparing an outline that uses an introduction, body and conclusion.
 - Stick with three or four main points.
 - Try several attention-getters for your introduction.
 - Be sure the outline is placed on 3x5 cards.
 - Rehearse the presentation before Honors Day.
 - Write an abstract of the presentation that is submitted electronically to the Honors Director at least one week before Honors Day.
3. Preparation of Graphics/Handouts
 - Use graphics only to make points.
 - Avoid “busy” graphics. Keep the points clear.
 - Use font size no smaller than 24 for slides.
 - Prepare your own graphics. No graphics prepared by the mentor may be used.
 - Prepare additional information for a handout, if need be. Limit what goes into the graphics.
 - Include a list of citations with the handout if one is used.
 - Practice the incorporation of graphics into their presentation.
4. The Presentation
 - Arrive early and check out the equipment to be used to be sure that it is working properly.
 - Pass out printed material before you begin speaking.
 - Practice staying within the 10-15 minute time limit.
 - Identify three presentation points and circulate among them when it is appropriate to move.
 - Move or gesture only when making a point.
 - Use of 3x5 cards only for quick reference.
 - Address the audience as colleagues.
 - Maintain eye contact and a friendly tone of voice.
 - Speak concisely and define any terms which may not be familiar to the audience.
 - Avoid acronyms which may be unclear.
 - Encourage questions from the audience after the presentation.
 - Wear business attire or traditional church apparel for Honors Day.

Relax and enjoy yourself! If you were interested enough in the topic to study it, you should share that enthusiasm with the audience.

How to Write a Winning Abstract

Writing proposals is a valuable skill for Honors students. To win a slot on a conference program, to win a research grant, to persuade professors to be on your research committee—these goals and others require that you write a powerful proposal. This sheet gives advice on **writing the abstract for your proposal**.

An abstract is a **summary of what you've done or propose to do**. Say you're trying for a slot at your regional Honors conference. You want to read a research paper, present a poster, lead a panel discussion, perform a sonata you've written, or whatever. The program chair requires a 150-word abstract. Now what?

A winning abstract shows the program chair (a) you're doing Honors-level work and (b) your presentation will draw an audience. So, your abstract has to have both credibility and general interest. Your abstract is a sales pitch.

1) **Consider your audience.** If you're applying to a disciplinary conference, have your mentor show you program materials from past conferences. Imitate the style, use the jargon, do the disciplinary tap-dance you see there. That's how you get credibility with that audience. But an Honors conference has a different audience. Write for nonspecialists, as well as specialists.

2) **Show the importance.** Your fellow chemistry majors will be fascinated to know that "Degussa P25 was the most active form of anatase TiO₂ especially when immobilized on glass beads." Technical information has a place in your abstract. But it's more important to show why your project matters, to say "These experiments are significant for ecology. They show considerable promise for the use of highly concentrated sunlight in the removal of textile dyes and biological stains from wastewater."

3) **Be concrete.** Don't let your abstract be too abstract. It's neither interesting nor informative to read, "Our panel will share some ideas for a student leadership in an Honors program." It's more convincing to read, "Our panel will demonstrate how our Honors Student Organization has raised \$1,000 for scholarships (without doing car washes), has increased our Honors applications by phone recruiting, and has set up a service project with a local grade school." People will come to hear that.

4) **Show conviction.** Your abstract doesn't have to read like a car commercial. But the reader wants to know that you care about your topic. Don't let a slack style indicate that "This is one of my better research papers from last semester, and I thought I'd get an item for my resume by reading it to you."

5) **Use direct phrasing.** Don't waste space with "The intention of my presentation is to" Be direct: "Voter registration patterns in Detroit seem to vary with" Be very sparing with personal pronouns. It's OK to say "Our panel" or "my internship," but generally stay in third person.

6) **Use the full length.** Don't skimp. If the application calls for 150 words, turn in at least 120. If it calls for 250 words, turn in at least 230. It's a competition, remember. Why would the organizers pick an abstract of 45 words when another abstract has the 150 words they asked

for? The student who wrote the full-length abstract gave them more information than the student who wrote the skimpy one--more evidence of superior work, more data, more examples. No wonder the conscientious student gets the grant money or the slot on the conference program.

7) **Start preparing early.** Respect your audience and respect the organizers (a) by turning in a clean, perfectly spelled, often-revised document and (b) having something solid to present. Procrastination is the common character flaw in smart people. We stall around, then blast out a superior product at the last minute—just because we can. Please learn now that you can get away with it often but not always. If your proposal and abstract are badly written and don't seem to deal with something that matters, they deserve rejection. Make your Honors proposal Honors-worthy.

Sample Honors Program Forms



Lone Star College - North Harris Honors Program

Honors Office Suite 262C Lone Star College - North Harris 2700 W.W. Thorne Drive Houston, TX 77073 281-618-1148

APPLICATION

Name _____ ID# _____ Phone () _____ - _____
Last First Maiden

Mailing Address _____
Street City State Zip

E-mail address _____

High School _____ Year Graduated _____
Name Location

College(s) _____ Date(s) Attended _____
Name Location

_____ Date(s) Attended _____
Name Location

Intended major _____ Intended contract _____

Has anyone else in your family attended college? _____ yes _____ no

Are you currently on financial aid? _____ yes _____ no

What other Honors contracts and/or sections have you attempted? _____

The Honors Program is open to all students. Any student may attempt an Honors class/contract with permission of the instructor in his or her regularly scheduled class and acceptance by the Honors mentor for that contract/section.

Students must maintain a B average in their regularly scheduled class and in their Honors work, and complete their contract within one semester in order for Honors credit to be awarded. If students are not maintaining a B average at mid-term, they may be dropped from the Honors contract.

Signature for Honors Student Status

I have read, understand, and accept the requirements to become an Honors student at LSC -North Harris. I understand that it now my responsibility to contact the Honors mentors for any contract I wish to take.

Student's Signature

Date

SAMPLE CONTRACT

For
Catalogue Entry- Name of Course
Semester Year

I, _____, a student in (Name of Course), hereby contract for the designation of Honors Credit to be printed on my transcript. I understand that the following conditions must be met in order to receive the Honors Credit:

1. I must complete all assignments as detailed in the course syllabus for all students in this class.
2. I must participate in class discussions and attend class in a responsible way so that I am a role model for my classmates.
3. I must complete all of the following in addition to the above: (here list special enrichment activities for the contract including a writing requirement and an oral presentation requirement)
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
4. I will meet with the Honors faculty coordinator of my contract at specified times throughout the semester.
5. I will attend at least one of the special events scheduled for Honors students of all disciplines during the semester.
6. I will complete an evaluation of the contract, the instructor and the experience at mid-term and the end of the semester.
7. I will make myself available to tutor other students in this course on an as needed basis.

I understand that I must maintain a B average in my regularly scheduled class and in my contract work in order for Honors credit to be awarded. If I am not maintaining that average at mid-term, I may be dropped from the Honors contract.

Student's Signature

Class Instructor's Signature

Course Designation Mentor's
Signature

Date

3 Copies please to: Student, Mentor, Honors Office A-262C

HONORS DAY CHECKLIST

- _____ Turn in two copies of final product to my Honors mentor
- _____ Submit abstract electronically to the Honors Director
- _____ Prepare outline for Honors Day Presentation
- _____ Practice Honors Day presentation with my Honors mentor
- _____ Obtain signed Honors Day Rehearsal Form from mentor
- _____ Prepare any audio visual materials needed
- _____ R.S.V.P. for Honors Luncheon
- _____ Purchase additional tickets for the luncheon (optional)

HONORS DAY PRESENTATION PROPOSAL FORM

(Please submit this form electronically to the Honors Director)

Name _____

Phone # _____

Honors Contract _____

Honors Mentor _____

All rooms have PowerPoint. Do you need any other type of special equipment for your presentation?
Yes No

(Example: overhead projector)

1. _____
2. _____
3. _____

Please submit an abstract detailing your presentation. This information will be included in our Honors Day Program. (Not more than 50 words.)

If you have any other special needs or seating arrangements, please contact Katharine Caruso (281.618.1148) as soon as possible.

Please contact your mentor or see the North Harris Honors Handbook if you need help writing your abstract.

HONORS DAY REHEARSAL FORM

Presenter(s) _____

Contract/Course _____

The purpose of this form is to help students improve their oral presentation skills in preparation for their presentation on Honors Day. The Honors Council feels that these skills are vital to their future success in the world of both work and academics.

Please rank the student(s) you are mentoring on a 5 point scale on each of the following items (1= Strongly disagree, 5= Strongly agree):

	I strongly disagree 1	I somewhat disagree 2	No opinion 3	I somewhat agree 4	I strongly agree 5
1. The student made the presentation without reading from his/her paper.					
2. The presentation was well organized and the student was prepared.					
3. The abstract of the presentation was clear and representative of the project.					
4. The visual aids enhanced the presentation					
5. The student stayed within the 15 minute time allowed.					
6. The student spoke concisely, defined any unclear terms, and provided clear examples.					
7. The presentation demonstrated critical thinking, answering such questions as "So what?" and "Who cares?"					
8. The student was informed about what constitutes appropriate Honors Day attire.					
9. The student spoke clearly and with confidence.					
10. The student can field questions about the presentation.					
				Total	

Suggestions for strengthening the presentation:

HONORS DAY STUDENT PRESENTATION FEEDBACK FORM

Presenter(s) _____ Contract/Course _____

Type of Presentation: Single _____ Group _____ Room _____ Time _____

Title of Presentation _____

Mentor _____

Check the box that applies. Yes (value is 1); No (0)

	YES	NO	COMMENTS
Student(s) submitted Rehearsal Form.			
Student(s) turned in an abstract that appears in the program.			
Completed presentation in the time allowed.			
The student(s) wore professional attire.			

NI=Needs improvement (value is 1); ME=Met expectations (2); EE=Exceeded expectations (3).

	NI	ME	EE	COMMENTS
The visual aids used enhanced the presentation.				
The student(s) made the presentation without reading.				
The presentation was well organized and well rehearsed.				
The student(s) spoke clearly and confidently				
The student(s) defined special terminology and explained technical concepts.				
The presentation demonstrated critical thinking and a high level of scholarship.				
The student(s) could field questions about the presentation.				
TOTAL=				

Additional comments may be written on the back of this form

Judge's Name _____ Signature _____

The purpose of this form is to give students valuable feedback on their Honors Day presentations. While the results of this feedback will determine which students are asked to represent the college off-campus at other Honors conferences during the year, it is primarily a tool to help students improve their oral presentation skills. The Honors Council feels that these skills are vital to their future success in the world of both work and academics. Once students receive a copy of this form, they may contact their judge for additional suggestions for improving their presentation.

END OF SEMESTER EVALUATION FORM FOR STUDENTS

LSC - North Harris

Student End of Semester

Honors Program

Evaluation Form

Last Name

First Name

Course Number

Course Title

Credits

Circle one: **Fall**

Spring

Sum

Student's Final Comments:

Date

Student's Signature

Return Completed Form to A-262C

APPLICATION FORM FOR COMMUNITY SERVICE LSC – NORTH HARRIS HONORS PROGRAM

I am applying for: (Check one) Honors Scholar (9 semester hrs.) Honors Scholar with Distinction (15 semester hrs.)

Full Name: _____

Full Address: _____

Home Phone (Area Code, Number) _____ Work Number _____

Major/Minor Area of Study _____ GPA: _____

Future Goals and Career Interests: _____

Honors and Awards: _____

Campus Involvement: _____

Hobbies and Interests: _____

Agency for which you will volunteer: _____

Class Schedule: M W F _____
T Th _____

Work Schedule: M W F _____
T Th _____

Samples of Honors Presentation Abstracts

Samples of Abstracts from Previous Honors Day Presentations

Enereyda Espinoza

HIST 1301

Theresa McGinley, Mentor

Harriet Tubman

My research of Harriet Tubman describes her involvement in the fight against slavery. I will discuss her connection with the Underground Railroad circuit and also the service she gave to the military during the Civil War. This discussion will lead to an explanation of and comparison to Moses. My research also included her involvement as a spy for the Union, which served as a vital tool in liberating hundreds of slaves from the South.

Dawn Hughes

CHEM 1412

Tosha Barclay, Mentor

Modeling Disorder

This project involves a brief review of what crystallography is and the steps taken in the solving of crystal structures. I will describe the advanced techniques of adding hydrogen and modeling disorder in great detail. The presentation includes the solving of a crystal structure from beginning to end.

**Thy Cao, Misook Kim,
Diana Sullivan**

BIOL 1406 Mary Durant, Shelley Penrod, Mentors

Investigations of Three Classic Experiments on Photosynthesis

Multiple attempts were made to replicate three 17th-18th century experiments that investigated various aspects of photosynthesis. The Van Helmont experiment (1648) explored the importance of water and soil. Priestley noted the effects of plants have on air quality (1772). Ingen-Housz concluded that leaves conduct photosynthesis in the presence of light (1779). Quantifiable data was collected for each experiment using CO₂ and O₂ gas sensors. The data was graphed and then analyzed with the aid of Logger Pro, a computer-based software.

Melissa Haddad & Shatrina Wolf

HONORS SCHOLAR

Maryann Readal, Mentor

According to the CDC, the prevalence of children, age 6-19, who are obese has almost tripled since 1980 reaching an alarming 16% in 2002. With the increase in the number of youth with obesity, there is also an increase in the number of children who have developed other life altering diseases, such as hypertension and type II diabetes. Obesity, hypertension, and type II diabetes are all preventable disease processes by way of education and teaching of healthy living practices. Children and their parents need to be educated about obesity and how it affects every part of the body. This presentation focuses on the preparation, implementation and evaluation of a teaching plan provided to teach and reinforce healthy living practices in an effort to reduce the incidence of obesity and other comorbid conditions.

Leslie Woodward

SPCH 1318

Shae Adkins, Mentor

My research and power point will analyze how Italy's culture deals with conflict, tolerates diversity, views verbal and non-verbal communication, treats self disclosure, and prioritizes relationships. Through out my presentation, I will compare and contrast each of these interpersonal components to that of Americans. At the end of my presentation I will offer recommendations for broadening interpersonal communication with Italians and other countries.

Honors Contracts and Sections Available at LSC - North Harris

LSC - North Harris Honors Program Contracts/Sections Available

Course #	Course Name	Mentor	Office	Extension
ANTH 2346	Intro to Anthropology	Adrian Rapp	A-168E	5525
ARCE 1352	Structural Steel Detailing	Larry Brillhart	W-260J	7923†
ARTC 1302	Digital Imaging I	Kay Pallavicini	DTC-101J	5733
ARTC 1313	Digital Publishing I	"		
ARTS 1301	Art Appreciation	Gary Conners	FA- 200C	5617
ARTS 1303	Art History Survey I	"		
ARTS 1311	Design I	"		
ARTS 1316	Drawing I	"		
ARTS 1317	Drawing II	"		
ARTS 1325	Intro to Computer Arts	"		
ARTS 2323	Drawing III	"		
BIOL 1406	Biology I	TBA		
BIOL 1407	Biology II	TBA		
BIOL 2401	Human A&P I	Susan Allen	W- 208F	5775
		Michael Harman	W- 210F	5797
BIOL 2402	Human A&P II	Jason LaPres	W- 210E	7132†
BIOL 2389	Medical Internship	Susan Allen	W- 208F	5775 *
BMGT1303	Principles of Mgmt	Melanie Hilburn	DTC-101S	7119†
BMGT1341	Business Ethics	"		
BUSI 1301	Business Principles	"		
BUSI 1309	Info and Project Mgmt	"		
CHEM 1411	Gen. Chemistry I	Dick Owen	W- 210H	5769
CHEM 1412	Gen. Chemistry II	"		
CHEM 2423	Organic Chemistry I	"		
CNBT 1311	Construction Methods	Larry Brillhart	DTC-260J	7923†
CNBT 1342	Building Codes	"		
COMM 2311	Reporting I	Bob Lynch		
COSC 1401	Intro to Computers	Michael Callahan	DTC-201E	7772†
DFTG 1317	Architectural Drafting	Larry Brillhart	DTC-260J	7923†
DFTG 1372	Structural Steel Detailing	"		
ECON 2301	Macroeconomics	Rami Shafiee	DTC-101A	5450
ECON 2302	Microeconomics	"		
EMSP 2348	Emerg. Pharmacology	Carol O'Connor	W-170F	7771†
ENGL 1301	Comp. & Rhet. I	Velma Smith	A- 262A	5571
ENGL 1302	Comp. & Rhet. II	Katharine Caruso	A- 262C	1148
ENGL 2307	Creative Writing	Mike McFarland	A- 221H	5569
ENGL 2322	Survey of English Lit. I	Steve Sansom	A- 262G	5576
ENGL 2323	Survey of English Lit. II	"		
ENGL 2327	Survey of American Lit. I	Velma Smith	A- 262A	5571
ENGL 2328	Survey of American Lit. II	"		
ENGL 2333	Survey of World Lit. II	Katharine Caruso	A- 262C	1148
ENGL 2389	Coop in Comp.	Pat Szmania	A- 208B	5755 *
GEOL 1403	Physical Geology	Tom Hobbs	W-187	5796
GEOL 1404	Historical Geology	"		
GEOL 2307	Geology of Texas	"		
GEOL 1442	Cartography & GIS	"		
GOVT 2301	Amer. Government I	Carolyn Davis	A- 270J	5597
GOVT 2302	Amer. Government II	"		
HAMG 1308	Intro to Hospitality	Melanie Hilburn	DTC-101S	7119†
HIST 1301	U.S. History I	Jim Good	A- 264F	5573

HIST 1302	U.S. History II	Theresa McGinley	A- 264B	5586
		David Davis	A- 264G	5543
HONORS	SCHOLAR	Pradeep Lele	LB-307	7123†
		Olia Palmer	LB-306C	5725 †
IMED 1341	Interface Design	Kay Pallavicini	DTC-101J	5733
ITSC 1401	Intro to Computers	Michael Callahan	DTC-201E	7772†
LGLA 1303	Legal Research	Jeff Watts		
MATH 2412	Pre-Calculus	Darryl Egley	W- 115F	5679 *
		Ellen Turnell	W- 115W	5761 *
MATH 2413	Calculus I	Peter Horton	W- 115N	5638
		Darryl Egley	W- 115F	5679 *
PHYS 2425	Mechanics and Heat	Lorinda Stinnett	W- 210A	1146
PHYS 2426	Electricity, Magnetism	"		
PSYC 2301	General Psychology	Karl Fernandes	A- 168C	5521
		Janice Hartgrove-Freile	A- 168F	5526
PSYC 2306	Human Sexuality	Donald Stanley	A- 168B	5523
PSYC 2308	Child Psychology	Karl Fernandes	A- 168C	5521
PSYC 2314	Life Span Growth & Devel.	Janice Hartgrove-Freile	A- 168F	5526
PSYC 2317	Statistics	Janice Hartgrove-Freile	A- 168F	5526
RNSG 1201	Pharmacology	Rita Cinquemani	A- 166A	5752
RNSG 1523	Nursing I	Julie Kendall	W- 174B	5754
RNSG 2504	Nursing II	Ethelene Wilmore	W-166E	7954†
		Judith King	W- 166H	5678
RNSG 2514	Nursing III	Judith King	W- 166H	5678
		Sheryl Malone-Thomas	W- 166F	5757
RNSG 2535	Nursing IV	Rita Cinquemani	W- 166A	5752
		Sheryl Malone-Thomas	W- 166F	5757
SLNG 1401	Beginning ASL I	Charles Trevino	A- 160C	5535
SLNG 1402	Beginning ASL II	"		
SOCI 1301	Intro. to Sociology	Adrian Rapp	A- 168E	5525
SOCI 1306	Social Problems	Lynda Dodgen	A- 168J	5536
SOCI 2301	Marriage & Family	"		
SOCI 2319	Minority Studies	Adrian Rapp	A- 168E	5525
SOCI 2326	Social Psychology	Lynda Dodgen	A- 168J	5536
SPAN 1411	Beginning Spanish I	Erich Polack	A- 221A	5564
SPAN 2311	Inter. Spanish I	"		
SPCH 1311	Intro to Speech	Diana Cooley	A- 264H	7814†
SPCH 1315	Public Speaking	Shae Adkins	A- 264D	7937†
		Diana Cooley	A- 264H	7814†
SPCH 1318	Interpers. Communication	Shae Adkins	A- 264D	7937†
		Diana Cooley	A- 264H	7814†
SPCH 1321	Business Speech	Shae Adkins	A- 264D	7937†

* Honors Sections

† Extensions begin with (281) 765. All other begin with (281) 618.

LSC - North Harris Honors Faculty and Bios

Shae Adkins*	SPCH 1315	Public Speaking	A-264D	7937
	SPCH 1318	Interpersonal Comm.		
	SPCH 1321	Business Speech		

Susan Allen *	BIOL 2401	Human A&P	W-210B	5775
	BIOL 2402	Human A&P II		
	BIOL 2389	PreProfessional Internship #		

Susan Allen has been a science instructor at North Harris since August 1997. She moved to Houston from North Florida where she was teaching human anatomy & physiology in a community college. She recently spent a year as a student of free research in the area of electrophysiology at the Katholiek Universiteit Leuven, Brussels, Belgium. She is interested in the study of memory and the effect of prolonged stress on the nervous, cardiovascular, and digestive systems.

Larry Brillhart	ARCE 1352	Structural Steel Detail	DTC 260J	7923
	CNBT 1311	Construction Methods		
	DFTG 1317	Architectural Drafting		

Michael Callahan	COSC/ITSC 1401	Intro to Computers	DTC 201E	7772
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Katharine Caruso	ENGL 1301	Comp. & Rhet. II	A-262C	1148
	ENGL 2333	Survey of World Lit. II		

Rita Cinquemani	RNSG 1201	Pharmacology	W-166A	5752
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Rita Cinquemani has been a nursing instructor at North Harris since 1989. She is a native Houstonian and a graduate of University of Texas for her BSN and MSN. She also has been a Certified Family Nurse Practitioner since 1998 and has a weekend practice at Village Woman's Clinic. She is currently working on her doctorate at Texas Woman's University where she completed her Nurse Practitioner program. Her area of practice is Woman's Health and she plans to study the nurses' role in prevention of domestic violence for her dissertation topic.

Bob Collings	MATH 2413	Calculus I	W-115D	5682
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Gary Connors	ARTS 1301	Art Appreciation	A-168D	5617
	ARTS 1303	Art Survey I		
	ARTS 1304	Art Survey II		
	ARTS 1311	Design I		
	ARTS 1316	Drawing I		
	ARTS 1317	Drawing II		
	ARTS 1325	Intro to Computer Arts		
	ARTS 2323	Drawing III		

Diana Cooley *	SPCH 1311	Intro to Speech	A-264H	7814
	SPCH 1315	Public Speaking		
	SPCH 1318	Interpersonal Comm.		

Carolyn Davis *	GOVT 2301	American Govt. I	A-270J	5597
	GOVT 2302	American Govt. II		

Carolyn Grafton Davis earned a BA and MA from Southern Illinois University, Carbondale, Illinois. Professor Davis has won the Teacher Excellence Award in 1980, 1985, 1990, 1995, and 2005. Her

interests in the field of government include political socialization, campaigns & elections and political participation. She has taught at North Harris since 1978.

David Davis HIST 1302 U.S. History II A-264G 5543

Lynda Dodgen * SOCI 1301 Intro to Sociology A-168J 5536
SOCI 1306 Social Problems
SOCI 2301 Marriage & Family
SOCI 2326 Social Psychology

Lynda Dodgen has been a faculty member for over 10 years. She received her AA degree from North Harris and both her BS and MA degrees from Sam Houston State University. She has presented papers dealing with a variety of sociological topics and on Leadership Training at both national and state conventions. She is a faculty sponsor of Phi Theta Kappa; she has co-authored a textbook and has been actively conducting research on romance novels and on race and ethnicity.

Mary Durant * BIOL 1406 Biology I W-206A 5770
BIOL 1407 Biology II

Mary Durant taught both biology and mathematics at Bee County College before joining the Biology Department at North Harris in 1989. She holds a BS in Biology and Mathematics from Texas A&I State University and an MS in Biology from Stephen F. Austin State University. She also did 2 years of post-graduate work in vertebrate ecology at Virginia Polytechnic Institute and State University.

Darryl Egley * MATH 2412 Pre-Calculus # W-115F 5679
MATH 2413 Calculus #

Karl Fernandes PSYC 2308 Child Psychology A-168C 5521

Karl E. Fernandes is a Professor of Psychology and has been at North Harris since 1988. He has a Bachelor of Science from Boston College, a Master of Arts in from Teachers College, Columbia University and a Doctor of Philosophy from Iowa State University. Dr. Fernandes taught High School Biology and Psychology in Massachusetts and is a certified Secondary School Teacher in the areas of General Science, Biology, History (Psychology) and Guidance (K through 12).

Jim Good * HIST 1301 U.S. History I A-264F 5573
HIST 1302 U.S. History II

Michael Harman * BIOL 2401 Human A&P I W-210F 5797
BIOL 2402 Human A&P II

Janice Hartgrove * PSYC 2314 Life Span Growth A-168F 5526
PSYC 2317 Statistics

Melanie Hilburn BMGT 1303 Principles of Mgmt DTC 101S 7119
BMGT 1341 Business Ethics
BUSI 1301 Business Principles
BUSI 1309 Info and Project Mgmt
HAMG 1308 Intro to Hospitality

Tom Hobbs * GEOL 1403 Physical Geology W-187 5796
GEOL 1404 Historical Geology
GEOL 2307 Geology of Texas

GEOL 1442 Cartography & GIS

Tom Hobbs has taught at LSC - North Harris for over 20 years and has been the Program coordinator as well. He has a diverse group of interests from volcanology, paleontology, computer applications for petroleum exploration, and most important, a love of the Earth and desire to see and understand as much as possible.

Peter Horton	MATH 2413 Calculus I #	W-115N	5638
Judith King	RNSG 2514 Nursing II	W-166H	5678
Julie Kendall	RNSG 1523 Nursing I RNSG 2514 Nursing II	W-174B	5754
Jason LaPres	BIOL 2402 Human A&P II	W-210E	7132
Pradeep Lele *	Honors Scholar	LB-307	7123
Bob Lynch	COMM 2311 Reporting I		
Sheryl Malone-Thomas	RNSG 1523 Nursing I RNSG 2514 Nursing II	W-166F	5757
Mike McFarland *	ENGL 2307 Creative Writing ENGL 2322 Survey of English Lit. I	A-221H	5569

Michael McFarland, an English professor at the college since 1976, has taught composition, English Literature, science fiction, literature as film, and creative writing. Currently, he is pursuing a certificate at North Harris in Multi-Media--a program sponsored jointly by the Fine Arts Division and the Business Technology Division. He is also interested in literary motifs associated with mythology, Jungian psychology, and religion.

Theresa McGinley *	HIST 1301 Amer. History I HIST 1302 Amer. History II	A-264B	5581
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Dr. McGinley has been a professor of history at North Harris since 1988, and Project Director/Editor of the NHMCCD Commemorative History Book, celebrating the twenty-fifth anniversary of the college district. McGinley has written the history of LSC - North Harris. Currently, she is working on a book on U.S. foreign policy.

Carol O'Connor	EMSP 2348 Emerg. Pharmacology	W-170F	7771
Dick Owen	CHEM 1411 Gen. Chemistry I CHEM 1412 Gen. Chemistry II CHEM 2423 Organic Chemistry	W-210	5769
Kay Pallavicini	ARTC 1302 Digital Imaging I ARTC 1313 Digital Publishing I IMED 1341 Interface Design	DTC-101J	5733

Pat has taught English at North Harris since 1992. She is the founding director of the North Harris Writing Center, which sponsors Honors Engl. 2389, the academic internship course for peer writing tutors.

Charles Trevino **SGLN 1402 Beginning ASL II** **A-160C** **5535**
Charles Trevino trains students to become professionals in American Sign Language / English Interpreting.

Ellen Turnell **MATH 2412 Pre-Calculus #** **W-115W** **5761**
MATH 2413 Calculus #

Jeff Watts **LGLA 1303 Legal Research**

Ethelene Wilmore **RNSG 1523 Nursing I** **W-166E** **7954**

*** Denotes Teacher Excellence Award winner**

Honors section

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