An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: CHM 130 – General Chemistry 1
Prerequisites: High school chemistry or equivalent (CHM 100 or CHM 110 at GRCC) and high school algebra or equivalent (MA 98 at GRCC).

CHM 130 is designed to provide science and engineering majors the fundamental concepts of 1st semester general chemistry. Emphasis is on developing an understanding of atomic theory, chemical structure and bonding, stoichiometry, solutions, thermodynamics as well as solid and liquid properties. The laboratory (CHM 131) is designed to introduce and reinforce lecture concepts. This course serves pre-medical, pre-dental, pre-pharmacy students, as well as science majors.

The following Honors Objectives will be met:
• Exposure to scholars/professionals engaged in research and/or creative scholarship
• Structured learning experiences that prepare students for research and/or creative scholarship
• Opportunities to apply learning towards the development of a research study or creative project

Honors students will complete the following activities:
• In addition to the normal course work, students will read a book titled 'A Crack in Creation' by Jennifer A. Doudna & Samuel H. Sternberg. This book outlines the new gene editing tool CRISPR and engages the reader to think about how this tool is changing and could possibly change the landscape of life.
• Students will meet to discuss the scientific components and ethical components of this new technique. Students may meet in person to answer several discussion questions about the monthly readings or answer the discussion questions through a Blackboard discussion board.
• Students will find a research article outlining an application and write a paper that both summarizes the technique and provides personal reflection on the implications of the application.
• At the end of the semester, students will be required to submit a reflective summary of their experiences with the project.

Expectations:
• Students will work with the professor to ensure they will be able to attend and participate in book discussions as well any on or off-campus activities.
• Students will read the book for the project.
• Students will have (4) meetings to discuss the content with both me and other students reading the book.
• Students will identify and read a current research article that applies CRISPR technology.
• Students will write a summary and reflection of the research article.
• Students will share their research application with the other students participating.

Completion Process
Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.

William Faber
(616) 234-2358
wfaber@grcc.edu
413 Science / 308 Main Office Hours: Fall 2017 Tuesday and Thursday 9-11 a.m.; 4:30-5 p.m.

Professor Bio
I have taught chemistry at GRCC since 1999. My Bachelor’s degree is in Biochemistry from the University of Michigan and my Master’s degree is in Physical Chemistry from Wayne State University. My research interests have been a mixture of physical and biochemical applications focused around identifying and characterizing larger bio-molecules using spectroscopy. I have worked with local companies and other institutions on various research projects and I am always looking for opportunities to learn new ideas that I can incorporate into my lectures and labs.

I enjoy helping students to discover the beauty of the molecular world and how that small structure relates to their everyday lives. I am regularly involved in science activities for kids.
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Honors Project: PS 110 – Survey of American Government
This is an introductory course in American government and politics. Students will learn the theoretical and historical foundation of American government and the basic structure of institutions set forth in the Constitution. Utilizing current events, students will begin to understand the relationship - and power struggle - between the states and the federal government, interest groups and political parties, and citizens. Students will learn the impact that government has on our every-day lives through civil liberties and civil rights issues. Recommended Skills: Students must be able to read, write and communicate effectively; and maintain research skills (including computer-aided research).

The following Honors Objectives will be met:
- Opportunities for students to think critically about diverse cultural contexts
- Structured learning experiences that prepare students for research and/or creative scholarship
- Opportunities to apply learning towards the development of a research study or creative project

Honors students will complete the following activities:
- Students will work with Professor Vurusic on a political science research project in the field of American Politics, with a focus on American political culture. An important question in American politics is why Americans often cast their votes for politicians whose policies are against voters’ economic interests and the answer may be in a deeper understanding of political culture.
- The project will have the following components that are part of the scientific method:
  - 1) definition of the research puzzle to be resolved;
  - 2) development of a political science model based on game theory;
  - 3) development of research hypotheses based on the model and relevant academic literature;
  - 4) testing of the hypotheses with qualitative and/or quantitative research methods;
  - 5) explanation of the research findings and outlining of the direction of the future research about the topic.
- The five parts of the project are also its stages, each of which I will closely advise students about and evaluate.
- As a final task, students will be asked to present their research to the class.

Expectations:
- I expect students, with my close guidance, to learn how to structure and write a political science research paper, how to use basic modeling and research techniques and how to present their work to the audience that may not share their level of knowledge.
- Students will meet with Professor Vurusic within the first two weeks of the course to outline the project, throughout the semester as needed, and at the end of the semester to present the project to Professor Vurusic (and classmates).
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

Gordan Vurusic
616-234-4801
gvurusic@grcc.edu
201 B White Hall, 2nd Floor, DeVos Campus

Completion Process
Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.

Department of Experiential Learning
experientiallearning@grcc.edu
(616) 234-4162
Room 59- Main Building, Level G2

GRCC
GRAND RAPIDS COMMUNITY COLLEGE
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

**Honors Project: FR 101 – Introductory French 1**
French 101 is a first semester language course which introduces the pronunciation, vocabulary and basic grammar structures of French. The course is designed to promote proficiency in listening, speaking, reading and writing in French and to introduce language differences, culture and geography of francophone countries. Through a variety of contexts, students are encouraged to produce meaningful communication both inside and outside of the classroom.

The following Honors Objectives will be met:
- Opportunities for students to think critically about diverse cultural contexts
- Structured learning experiences that prepare students for research and/or creative scholarship
- Opportunities to apply learning towards the development of a research study or creative project

**Honors students will complete the following activities:**
- Honors students will do individual (or small group) research on a topic related to the course. Honors students will research cultural, historical and geographical topics related to the unit studied in class and create an oral presentation including visual aids and technology to help enhance the presentation.
- There would be five (5) presentations throughout the semester with a range of topics to explore and present including (but not limited to) the French speaking world, France, Paris, Normandy and Brittany and the Loire.
- The student will explore the history, people, traditions, geography, economy, art and architecture as well as the customs of the people in each particular area.
- Other topics will include university life, family life, friendship, free time, cafe life and sports.
- The presentations will allow students to think critically about diverse cultural contexts, create experiences for students to research, and apply their learning towards developing their research into a creative presentation.

**Expectations:**
- Students completing this project will need public speaking skills, self-motivation and research skills including the ability to organize a presentation in an interesting and concise manner.
- Students must be self-directed, organized and able to use a variety of resources including technology, books and other people as well as having sufficient time to do appropriate research and meet with the professor.
- Students will meet with the professor within the first two weeks of the course to confirm the project, throughout the semester as needed, and at the end of the semester.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

**Hillery Haney**  
616-234-4380  
hhaney@grcc.edu  
Office Hours:  
Monday 1:30 - 2:45pm  
Tuesday 1:30 - 2:45pm  
Wednesday 1:30 - 2:45pm  
Thursday 1:30 - 2:45pm

**Professor Bio**
Hillery has taught French for nearly 30 years and has led several study away experience to France, Belgium and Morocco.

Hillery earned her Bachelor’s in French from Saint Mary's College and Masters in French from Middlebury College in 1996 while also studying at Grand Valley State University, Dartmouth College, Enforex Spanish Language School, New York University in France, Aquinas College and L'Université Catholique de l'Ouest, Angers, France.

**Completion Process**
Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.

**Department of Experiential Learning**  
experientiallearning@grcc.edu  
(616) 234-4162  
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Honors Project: FR 102 – Introductory French 2
Continuation of the study of French begun in French 101 or its equivalent. French 102 deepens understanding of the structure of the French language, increases vocabulary and provides opportunity for the student to increase speaking and comprehension skills as well as composition ability. Continued use of the International Language laboratory.

The following Honors Objectives will be met:
• Opportunities for students to think critically about diverse cultural contexts
• Structured learning experiences that prepare students for research and/or creative scholarship
• Opportunities to apply learning towards the development of a research study or creative project

Honors students will complete the following activities:
• Honors students will do individual (or small group) research on a topic related to the course. Honors students will research cultural, historical and geographical topics related to the unit studied in class and create an oral presentation including visual aids and technology to help enhance the presentation.
• There would be five (5) presentations throughout the semester with a range of topics to explore and present including (but not limited to) Aquitaine, Mid-Pyrenees and Languedoc-Roussillon, Provence-Alpes-Cote d’Azur and the Rhone-Alpes, Alsace and Lorraine, Burgandy and Switzerland.
• The student will explore the history, people, traditions, geography, economy, art and architecture as well as the customs of the people in each particular area.
• Other topics will include celebrations, holidays and traditions, Fashion, Tahiti, vacation and museums as well as lodging and their interiors including the famous chateaux, meals, cheeses and overall gastronomy.
• The presentations will allow students to think critically about diverse cultural contexts, create experiences for students to research, and apply their learning towards developing their research into a creative presentation.

Expectations:
• Students completing this project will need public speaking skills, self-motivation and research skills including the ability to organize a presentation in an interesting and concise manner.
• Students must be self-directed, organized and able to use a variety of resources including technology, books and other people as well as having sufficient time to do appropriate research and meet with the professor.
• Students will meet with the professor within the first two weeks of the course to confirm the project, throughout the semester as needed, and at the end of the semester.
• Students must successfully meet the requirements of the project in order for the transcript designation to occur.

Completion Process
Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.

Professor Bio
Hillery has taught French for nearly 30 years and has led several study away experience to France, Belgium and Morocco.
Hillery earned her Bachelor’s in French from Saint Mary's College and Masters in French from Middlebury College in 1996 while also studying at Grand Valley State University, Dartmouth College, Enforex Spanish Language School, New York University in France, Aquinas College and L'Université Catholique de l'Ouest, Angers, France.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: FR 231 – Intermediate French 1
A C- or better in FR 202 or equivalent or department consent – A global review of the structure of the French language and culture, emphasizing reading skills, conversational proficiency and accurate writing ability. French films are studied as well as modern French literature. Students use software in the International Language Laboratory.

The following Honors Objectives will be met:
• Structured learning experiences that engage students in community service
• Opportunities for students to think critically about diverse cultural contexts
• Opportunities to apply learning towards the development of a research study or creative project
• Opportunities to learn and apply leadership skills

Honors students will complete the following activities:
• Students will teach French to K-1 students and the Grand Rapids Child Discovery Center and develop the materials and lesson plans to teach the class.
• Students will meet with me weekly to review and practice the lessons for each session. We will also spend time debriefing and discuss what worked and didn’t work during the teaching time.
• Students will engage in community service by exposing young elementary school children to French which is not offered in their school.
• Students will come into contact with a diverse population from the inner city and have to learn ways to interact, teach and maintain a classroom all while engaging the student in learning. They will have to learn to think quickly and critically on their feet and in the moment.
• Students will have the opportunity to apply the various concepts of French that they have learned over the past four semesters and engage young learners in creative ways.
• And Students will apply leadership skills as they conduct their class and engage students.

Expectations:
• Students completing this project will need public speaking skills, self-motivation and research skills including the ability to organize a presentation in an interesting and concise manner.
• Students must be self-directed, organized and able to use a variety of resources including technology, books and other people as well as having sufficient time to do appropriate research and meet with the professor.
• Students will meet with the professor within the first two weeks of the course to confirm the project, throughout the semester as needed, and at the end of the semester.
• Students must successfully meet the requirements of the project in order for the transcript designation to occur.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Prerequisites: A C- or better in FR 231 or equivalent or department consent – Continued global review of French language and culture. Extensive vocabulary growth and increased comprehension of spoken French. Proficiency in conversing about practical topics as well as in expression of personal opinions. International Language Laboratory is used for internet access in French and study of literary selections as well as modern French prose.

The following Honors Objectives will be met:
- Structured learning experiences that engage students in community service
- Opportunities for students to think critically about diverse cultural contexts
- Opportunities to apply learning towards the development of a research study or creative project
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:
- Students will teach French to K-1 students and the Grand Rapids Child Discovery Center and develop the materials and lesson plans to teach the class.
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- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

Professor Bio
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Hillery earned her Bachelor’s in French from Saint Mary’s College and Masters in French from Middlebury College in 1996 while also studying at Grand Valley State University, Dartmouth College, Enforex Spanish Language School, New York University in France, Aquinas College and L’Université Catholique de l’Ouest, Angers, France.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

**Honors Project: EN 102 – English Composition-2**

Prerequisites: Students are required to have passed EN 100 / EN 101 or the equivalent with a “C-” or better. EN 102 will continue the personal approach, but quickly move from the subjective to the objective by asking students to take into account perspectives other than their own – gradually moving to a larger context: social, academic, political, and literary. Assignments will include a variety of writing. Professors will select a combination of assignments and essays from the following: career research, interviews, revision of I-centered research into more formal research, argumentation, literary criticism, collaborative writing assignments, and revision of personal essays into works of fiction. One academic or interdisciplinary research paper of 4-5 pages (excluding the Works Cited page) is required. Prerequisite: Final grade of “C-” or better in EN 100/101 or its equivalent.

The following Honors Objectives will be met:

- Structured learning experiences that prepare students for research and/or creative scholarship
- Opportunities to apply learning towards the development of a research study or creative project
- Exposure to effective and influential leaders

Honors students will complete the following activities:

- Students will spend at least 5-8 hours observing (participation optional) in a community environment (i.e. local, cultural, social, historical, professional, socio-economic, and/or other approved community context).
- Students will use observation to determine a community-related issue, trend, and/or problem within the context.
- Students will gather primary research through interview of a relevant community leader within the community context and develop insight regarding the issue, trend, and/or problem.
- Students will conduct extensive secondary research to analyze, explain, and synthesize the community-related issue, trend and/or problem.
- Students will conduct research to hypothesize solutions based on extensive research findings and, with assistance from the instructor, publish their findings (i.e. may include oral presentation, and or online or print publication) for authentic audiences.
- Students may gather alternative information by conducting surveys or completing additional fieldwork.
- Students will conduct primary and secondary research on his/her own, attend frequent meetings with me, and submit drafts and revisions throughout the process.

**Expectations:**

- Students must meet with the professor within the first two weeks of the course to confirm the project, throughout the semester as needed, and at the end of the semester as well as before and or after class and outside of school as needed.
- Students must complete observation hours and conduct an interview on his/her own notes.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

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Jennifer Shinabarger  
jshinabarger@grcc.edu  
400 College Park Plaza

**Professor Bio**

After graduating from NEIU with a minor in English, a BA in education, and an MS in language arts, I wrote a three-book series: Daily Mind Builders published by The Critical Thinking Co. The books have received a few awards, some of which include: Magazine Winning Resource for Successful Teaching and Creative Child Magazine Book of the Year.

A few years ago, I left behind Chicago and my previous profession as a middle school teacher to pursue instruction in higher education. Soon I discovered that Michigan and GRCC would become my oasis. Since arriving at GRCC in 2012, I have taught various English composition courses: EN100/101, EN102, and EN120.

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**Completion Process**

Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.

**Department of Experiential Learning**

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(616) 234-4162  
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**Honors Project: PL 205 – Introduction to Ethics**

An introduction to the study of ethics, focusing on the application of ethical theories to classic as well as contemporary moral problems, and to personal as well as social issues. Classes consist of lectures and explanations of textual materials along with a good deal of discussion.

The following Honors Objectives will be met:

- Structured learning experiences that engage students in community service
- Opportunities for students to think critically about diverse cultural contexts
- Structured learning experiences that prepare students for research and/or creative scholarship

Honors students will complete the following activities:

1. **Morals and ethics**
   - Find a controversial recent news story and explore the ethical factors at play in the story.
   - Find someone with an opposing view. Ask the person to explore the ethical factors at play in the same controversial news story.

2. **Participate in a volunteer experience.**
   - Invite the “opposing person” to complete a short volunteer experience with you focused on the issue of the news story.

3. **Write a reflection paper.**
   - Write a reflection paper illustrating both perspectives. Summarize your beliefs on the story and explain how you would have handled the situation differently
   - Supply the reasons and sources behind your moral and ethical decisions, must include material from the Intro to Ethics class and textbook
   - Ask the “opposing person” to summarize their beliefs on the story and possibly explain how they would have handled the situation differently.
   - Ask the “opposing person” to supply the reasons and sources behind his or her moral and ethical decisions.
   - Finally, describe any significant changes in your and the “opposing persons” beliefs after you’ve completed the volunteer experience.

4. **Share your experience**
   - Use 5-10 minutes of class time and/or create a short video describing your experience.

**Expectations:**

- Students will meet with Professor Chen within the first two weeks of the course to outline the project, throughout the semester as needed, and at the end of the semester.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

**Completion Process**

Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.
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**Honors Project: GST 200 – Introduction to Gender Studies**

This course offers an introduction to the interdisciplinary field of Women’s and Gender Studies, exploring critical questions about the meaning of gender in society. The primary goal of this course is to familiarize yourself with historical and contemporary issues, questions and debates in Women’s and Gender Studies scholarship. Gender scholarship critically analyzes themes of gendered performance and power in a range of social spheres, such as law, culture, education, work, medicine, social policy and the family.

The following Honors Objectives will be met:

- Opportunities for students to think critically about diverse cultural contexts
- Structured learning experiences that prepare students for research and/or creative scholarship
- Exposure to effective and influential leaders

Honors students will complete the following activities:

- This project will address the beneficial role women play in executive positions in companies based in Michigan. Through this project, students will gain a greater understanding of state economics, research and research writing, the value of diverse representation in executive positions, and see how company leaders, especially women, make a business successful.

- Students will conduct research on their own, will have frequent meetings and contact with me, and will submit multiple drafts of the work along the way. The student must be self-motivated and great with time management.

Expectations:

- Students will meet with the faculty member within the first two weeks of the course to discuss the project, throughout the semester as needed, and at the end of the semester.

- Students will conduct research on her/his own, will have frequent meetings and contact with me, and will submit multiple drafts of the work along the way. The student must be self-motivated and great with time management.

- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

**Completion Process**

Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: MA 131 - Precalculus
Math Prerequisites: C or Higher in one of the following courses: MA 107 OR MA 108 OR MA 110 or ALEKS placement score of 61 or Higher.

MA 131 is designed for students who intend to enroll in the Calculus sequence (MA 133, MA 134, MA 255). Expressions and functions investigated in this course are polynomial, rational, radical, trigonometric, exponential and logarithmic. Applications will be introduced throughout the course. Graphing calculators will be utilized to enhance understanding and gain insight through explorations. Please check the Michigan Transfer Agreement (MTA) list to see if this course fulfills the Mathematics and Natural Science requirement.

The following Honors Objectives will be met:
- Structured learning experiences that engage students in community service
- Opportunities to apply learning towards the development of a research study or creative project
- Exposure to effective and influential leaders
- Opportunities for students to think critically about diverse cultural contexts

Honors students will complete the following activities:
- Students will have a field experience in a high school setting. This will involve shadowing a teacher for a day and interviewing that teacher to get information about what to expect from such a career.
- Collect and analyze data to compare and contrast educational information in an area of student interest. (Examples include: Comparing student performance in private vs. public schools or student retention in each, comparing performance in high-school mathematics for males vs. females, teacher pay in public vs. private or retention rates of teachers in public vs. private, or something relating to the field experience.)
- Student will complete the shadowing experience and write a paper reflecting on what they learned from watching and interviewing the teacher.
- By no later than the last week of the semester the student will present the findings of his research to the advisor as well as completing the presentation chosen in his proposal.

Expectations:
- Students will meet with the professor and agree upon the details of the project during the second week of class.
- By the end of the third/fourth week of the semester, the student will have contacted the assigned high-school teacher and scheduled a day for shadowing/aiding the teacher. The student will also submit a project proposal outlining the interview questions for the teacher, a description of the topic(s) he intends to research and collect data on, as well as the format he intends to use to present the findings of his analysis.
- Students will communicate clearly and in a timely manner when meeting with business personnel. They will comport themselves appropriately at all times while visiting these establishments, and will follow up with a personal note of thanks.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: PY 232 – Developmental Psychology
Prerequisites: PY 201 – This course is the scientific study of how people change and remain the same from conception through death. Development is explored across the physical, cognitive, and psychosocial domains.

The following Honors Objectives will be met:
- Structured learning experiences that engage students in community service
- Opportunities for students to think critically about diverse cultural contexts
- Exposure to scholars/professionals engaged in research and/or creative scholarship
- Structured learning experiences that prepare students for research and/or creative scholarship
- Opportunities to apply learning towards the development of a research study or creative project
- Exposure to effective and influential leaders
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:

OPTION ONE: Academic Service Learning and community engagement
- Option One involves 20 hours of Academic Service Learning at a community organization determined by the student and Dr. Byerwalter.
- Students will interview a leader within the organization about his or her job, and about the organization.
- Students will complete a Reflection Paper in which they type up the results of the interview, along with other information (provided in a handout by Dr. B.) about their experience at the placement, and how the experience connected to material learned in class (course outcomes).

OPTION TWO: Research or creative scholarship
- Students will meet with Dr. Byerwalter to determine a topic of investigation, and then spend time during the semester researching that topic through academic journals (a literature review).
- Students will be asked to create a hypothetical research study about their topic.
- The end project of this option will be a 7-8 page research paper and study proposal.
- Students will also prepare a brief powerpoint slide presentation and videotape themselves discussing the slides to post to blackboard (online courses), or share in class (lecture courses).

Expectations:
- Students will meet with Dr. Byerwalter within the first two weeks of the course to outline the project, throughout the semester as needed, and at the end of the semester to present the project to Dr. Byerwalter (and classmates).
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

Kate Byerwalter Ph. D.
616-234-4405
kbyerwal@grcc.edu
301C Stewart Edward White Hall
Office Hours: Mon-Thurs 8:30-9:15 am, and Mon/Wed 12:45-1:45

Completion Process
Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.

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### Honors Project: PY 233 – Child Psychology

**Prerequisites:** Entry Level college reading and writing skills – Psychology is the scientific study of behavior and mental processes. This course is an introduction to the many different areas of which this discipline is comprised. These areas include: psychological theories, research methods, the relationship between brain and behavior, human development, learning, memory, cognition, group dynamics, personality theories and the identification and treatment of abnormal behavior.

**The following Honors Objectives will be met:**
- Structured learning experiences that engage students in community service
- Opportunities for students to think critically about diverse cultural contexts
- Exposure to scholars/professionals engaged in research and/or creative scholarship
- Structured learning experiences that prepare students for research and/or creative scholarship
- Opportunities to apply learning towards the development of a research study or creative project
- Exposure to effective and influential leaders
- Opportunities to learn and apply leadership skills

### Honors students will complete the following activities:

**OPTION ONE: Academic Service Learning and community engagement**
- Option One involves 20 hours of Academic Service Learning at a community organization determined by the student and Dr. Byerwalter.
- Students will interview a leader within the organization about his or her job, and about the organization.
- Students will complete a Reflection Paper in which they type up the results of the interview, along with other information (provided in a handout by Dr. B.) about their experience at the placement, and how the experience connected to material learned in class (course outcomes).

**OPTION TWO: Research or creative scholarship**
- Students will meet with Dr. Byerwalter to determine a topic of investigation, and then spend time during the semester researching that topic through academic journals (a literature review).
- Students will be asked to create a hypothetical research study about their topic.
- The end project of this option will be a 7-8 page research paper and study proposal.

### Expectations:
- Students will meet with Dr. Byerwalter early in the semester, and again at least twice during the semester in order for Dr. Byerwalter to provide guidance and instruction.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

**Honors Project: EN 101 - English Composition-1**

*Prerequisites/Other Requirements: EN 97 (C or Higher) OR English Readiness*

EN 101 emphasizes critical writing, thinking, and research skills and processes designed to acquaint students with writing across contexts. In order to understand the ways audience and purpose shape their texts, students practice writing for various rhetorical situations. Coursework includes a combination of academic essays and alternative texts intended to give students practice developing their identities as writers, conducting research, and thinking about writing. The course ties together reading, writing, idea development, and critical thinking, equipping students to navigate the complex web of voices competing for attention in the twenty-first century. Students must earn a C or higher in this course before enrolling in EN 102.

The following Honors Objectives will be met:
- Opportunities for students to think critically about diverse cultural contexts
- Opportunities to apply learning towards the development of a research study or creative project
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:
- This project will require the student to become more aware of the purpose and audience of each posting, and to make decisions as a writer based on findings about audience. (CLO 1, 2, & 3). It will also involve the student in hands-on research (interview of a follower in an older generation, analysis of social media use by other lobby groups, etc.). (CLO 5 & 6)
- The student will research the audience of the Citizen’s Climate Lobby, a volunteer based organization that exercises personal political power to lobby to representatives by establishing relationships and rapport with them.
- The student will gather information about other lobby groups, focusing on how they use social media to reach various audiences.
- Develop audience awareness for the Facebook page of Citizens Climate Lobby: profile a follower in an older generation
- Student will write up an analysis of the research, comparing the content of social media posts.
- Design posts towards the target audience, and other specific audiences.
- Increase group size for the organization, especially by enticing college-aged followers (18-26).

**Expectations:**
- Students will meet with the professor within the first two weeks of the course to outline the project, a minimum of (4) times throughout the semester and/or as needed, and at the end of the semester to present the project to the professor (and classmates if required).
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.
- Student will write a profile of an audience member.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

**Honors Project: EN 102 – English Composition-2**

Prerequisites: Students are required to have passed EN 100 / EN 101 or the equivalent with a “C-” or better. EN 102 will continue the personal approach, but quickly move from the subjective to the objective by asking students to take into account perspectives other than their own – gradually moving to a larger context: social, academic, political, and literary. Assignments will include a variety of writing. Professors will select a combination of assignments and essays from the following: career research, interviews, revision of I-centered research into more formal research, argumentation, literary criticism, collaborative writing assignments, and revision of personal essays into works of fiction. One academic or interdisciplinary research paper of 4-5 pages (excluding the Works Cited page) is required. Prerequisite: Final grade of “C-” or better in EN 100/101 or its equivalent.

The following Honors Objectives will be met:

- Opportunities for students to think critically about diverse cultural contexts
- Structured learning experiences that prepare students for research and/or creative scholarship
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:

- Students will conduct research and lead a roundtable presentation on the following question: "Who am I in a Digital World?"
- Topics to explore may include:
  - What is a digital identity vs. analogue identity and how is this concept changing?
  - What is the cost of digital illiteracy?
  - What privacy concerns impact the issue of identity?
- After conducting research, students will prepare a roundtable presentation (in a small group, preferably). A roundtable presentation allows the presenters to share their research highlights (the really interesting, striking, or thought-provoking material) which work to inform the audience and prompt discussion and discovery. The roundtable presenters discuss and discover with their audience.

Expectations:

- Students will meet with the faculty member within the first two weeks of the course to discuss the project, throughout the semester as needed, and at the end of the semester.
- Students will conduct research ("Who am I in a Digital World")
- Students will lead a roundtable presentation and use their findings to prompt discussion with their audience
- Students will prepare evocative questions, findings, and supporting resources that will engage their audience and prompt an interesting and active conversation
- Skills: information literacy, research using scholarly and popular culture sources, public speaking, collaboration
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

**Completion Process**

Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.

**Professor Bio**

I've been teaching writing for 10 years. I teach the comp classes - EN 101 and 102 - and I sometimes teach poetry, creative writing, consulting with writers, and writing in digital spaces. I've taught at other institutions too, but GRCC was always my favorite place to teach because the students make the class time so interesting. Most of them come from really different backgrounds and interests and educational experiences, and writing classes give us such great opportunities to learn from each other. The community college classroom is really exciting.

When I teach composition we work on developing our ideas. Because really good writing must have good ideas. It's thrilling and challenging and empowering to realize that you can create ideas that move people. Your writing can help people see something or think something or understand something.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: BI 117 – General Human Anatomy and Physiology
Prerequisites: College level proficiency in reading, reading comprehension and writing – BI 117 is a structural and functional approach to the human body through the study of cells, tissues and body systems. This survey course fulfills the general education requirement for natural science and is useful to students desiring basic knowledge of human anatomy and physiology. Nursing and Allied Health students may take this course in preparation for Biology 121 and 122. This course explores the nature and process of science through the study of the structure and function of the human body. Emphasis is placed on cell biology, tissues and systems of the body including the integumentary, skeletal, muscular, nervous, circulatory, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive systems. This course consists of 3 hours of lecture and 2 hours of laboratory per week during a regular semester. The course consists of 3 hours of lecture and 2 hours of laboratory per week during a regular semester.

The following Honors Objectives will be met:
- Structured learning experiences that engage students in community service
- Opportunities for students to think critically about diverse cultural contexts
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:
Option 1 (Service Learning):
- Honors student (or students) will take a leadership role in working with the Ottawa Area Center (OAC) teacher and myself in designing and planning lesson(s) and activities as well as coordinating a team of their peers to conduct the lessons during the OAC teens’ visit to GRCC.
- The majority of the work will be completed on their own time; this is called indirect service. Two hours of time will be spent working with the OAC teens conducting the activities; this will take place on a weekday during the day and we will mutually plan the time.
- A reflection paper is required at the conclusion of the project.

Option 2:
- Students will read ‘The Immortal Life of Henrietta Lacks’ by Rebecca Skloot within a defined time-frame. Certain page numbers (and/or chapters) will be expected to be read and reflected upon prior to attending mandatory group discussions.
- The dates and times of discussion groups will be determined after the semester begins and faculty are able to discuss possible dates with students.
- Faculty will also work to schedule either a: 1) speaker to visit campus and discuss a topic presented in the book, or 2) visit to a local business/research facility to learn more about a topic presented in the book.
- At the end of the semester, students will be asked to watch the HBO film about the book.
- Students will also be required to write a one to two-page reflective summary concerning their experiences with this Honor’s Project.

Expectations:
- Students will meet with the faculty member within the first two weeks of the course to discuss the project, throughout the semester as needed, and at the end of the semester.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: BI 121 – Human Anatomy and Physiology 1
Prerequisites: C- or better in high school biology, BI 101, or BI 117 required. Students may not concurrently enroll in BI 122 – Biology 121 is the first of a two-semester course sequence. This course covers a structural and functional approach to human biology with an emphasis upon cell biology, tissues and the integumentary, skeletal, muscular, nervous, and an introduction to the endocrine system. This course satisfies the general education requirements for natural science and is required for most allied health and medicallyrelated fields such as nursing, radiology and dental hygiene. Recommended Skills: C or better in high school chemistry or CHM 100. The course consists of 3 hours of lecture and 2 hours of laboratory.

The following Honors Objectives will be met:
- Opportunities for students to think critically about diverse cultural contexts
- Exposure to effective and influential leaders
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:
Exposure to effective and influential leaders
- Learning Activities: Speaker on-campus or trip to a local research facility to learn deeper about a topic discussed in the book. Some possibilities include: a speaker from Van Andel Institute to discuss current stem cell research or taking a trip to their facility for a tour and discussion.

Opportunities to learn and apply leadership skills
- Learning Activities: Students will be given the opportunity to lead a discussion about a portion of the book. They will be assigned specific discussion topics and additionally be asked to create their own.

Opportunities for students to think critically about diverse cultural contexts
- Learning Activities: The book (Immortal Life of Henrietta Lacks) provides many opportunities for students to think critically about different cultures. The discussion topics/questions that are posed to students will help to facilitate discussions around these topics.
- Students will watch the HBO movie by the same name toward the end of the semester. Students will also be required to write a one to two-page reflective summary concerning their experiences with this Honor’s Project.

Expectations:
- Students will meet with the faculty member within the first two weeks of the course to discuss the project, throughout the semester as needed, and at the end of the semester.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

Completion Process
Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.

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Professor Bio
Leigh Kleinert became a full-time faculty member in 2004. Prior to that, she was teaching as an adjunct faculty at GRCC. She earned her B.S. in Zoology from Michigan State University and her M.H.S. in Biomedical Sciences from Grand Valley State University. She has expertise in human anatomy & physiology, zoology, and Academic Service Learning. Currently, she teaches all of our anatomy & physiology courses. Leigh enjoys doing outdoor activities, cooking, and traveling.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: BI 122 – Human Anatomy and Physiology 2
Prerequisites: Completion of BI 121 (with a minimum grade of C-) – Biology 122 is the second of a two-semester course sequence. This course covers a structural and functional approach to human biology with an emphasis upon the circulatory, lymphatic, respiratory, digestive, urinary, endocrine and reproductive systems. This course satisfies the general education requirements for natural science and is required for most allied health and healthcare related fields such as nursing, radiology and dental hygiene. The course consists of 3 hours of lecture and 2 hours of laboratory during a regular semester.

The following Honors Objectives will be met:

- Opportunities for students to think critically about diverse cultural contexts
- Exposure to effective and influential leaders
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:

Exposure to effective and influential leaders
- Students will read ‘The Immortal Life of Henrietta Lacks’ by Rebecca Skloot within a defined time-frame. Certain page numbers (and/or chapters) will be expected to be read and reflected upon prior to attending mandatory group discussions.
- The dates and times of discussion groups will be determined after the semester begins and faculty are able to discuss possible dates with students.
- Faculty will also work to schedule either a: 1) speaker to visit campus and discuss a topic presented in the book, or 2) visit to a local business/research facility to learn more about a topic presented in the book.
- At the end of the semester, students will be asked to watch the HBO film about the book.
- Students will also be required to write a one to two-page reflective summary concerning their experiences with this Honor’s Project.

Expectations:
- Students will meet with the faculty member within the first two weeks of the course to discuss the project, throughout the semester as needed, and at the end of the semester.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

Completion Process
Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

**Honors Project: EN 102 – English Composition-2**

Prerequisites: Students are required to have passed EN 100 / EN 101 or the equivalent with a “C-” or better. EN 102 will continue the personal approach, but quickly move from the subjective to the objective by asking students to take into account perspectives other than their own – gradually moving to a larger context: social, academic, political, and literary. Assignments will include a variety of writing. Professors will select a combination of assignments and essays from the following: career research, interviews, revision of I-centered research into more formal research, argumentation, literary criticism, collaborative writing assignments, and revision of personal essays into works of fiction. One academic or interdisciplinary research paper of 4-5 pages (excluding the Works Cited page) is required. Prerequisite: Final grade of “C-” or better in EN 100/101 or its equivalent.

The following Honors Objectives will be met:

- Structured learning experiences that engage students in community service
- Exposure to scholars/professionals engaged in research and/or creative scholarship
- Opportunities to apply learning towards the development of a research study or creative project

**Honors students will complete the following activities:**

Students will research an issue of cultural, social, and/or historical significance to inform and support readers, listeners, and/or viewers at GRCC and beyond.

- Option 1: Working with Professor Lesert and the Rapidian’s Editor, students will publish an article that features research of significance to the college, the Grand Rapids community, and the public in general.
- Option 2: Working with Professor Lesert and GRCC’s Media Technologies department, student researchers will identify an issue or trend that affects students at GRCC and/or the community at large. Students will write and/or create a Public Service Announcement and/or Short Video written to educate and inform students and the public on an issue of great significance to the public.
- Option 3: Working with Professor Lesert and a partnering local Nonprofit Organization to research a communication problem or goal which can be used to produce an article, a newsletter, a featured communication, and/or a video script that aligns with a student’s research interests and the nonprofit organization’s needs.
- Option 4: Students will create an original work of art (visual art, music, a performance piece) that expands upon their research and communicates the issue or trend of significance. The work of art will then be shared with GRCC and the local community.

**Expectations:**

- Students should be prepared to be flexible yet timely in working with editors and media production staff at the college and/or outside organizations. Projects such as the production of a Public Service Announcement may be best approached with a core group of students, able to share and schedule layers of work, from writing, to storyboarding, to directing and producing an informational video.
- Written projects, such as a published article, can be individually assigned and completed.
- Students will meet with the professor within the first two weeks of the course to confirm the project, throughout the semester as needed, and at the end of the semester.
- Students will work with people from diverse cultural backgrounds.
- Students will write at a college level.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: MA 124 Mathematics for Liberal Arts Students

Prerequisites: Grade of “C-” or better in one year of high school algebra or MA 98 – MA 124 is intended for students majoring in liberal arts or other fields that do not have a specific mathematics requirement. Its purpose is to give students a broad exposure to a variety of applications of mathematics in the real world. Topics include voting methods, apportionment, mathematics of finance, number theory, shapes and patterns in geometry, networks and directed graphs, counting methods, probability, and statistics.

The following Honors Objectives will be met:
- Structured learning experiences that engage students in community service
- Structured learning experiences that prepare students for research and/or creative scholarship
- Opportunities to apply learning towards the development of a research study or creative project
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:
- Honors students will do individual (or small group) research on a topic related to the course. Topics may be related to mathematics and art, mathematics and politics, mathematics and music, or a challenge problem etc. In the first month, students will research topic ideas and write a plan for a final project which will include an outline of the format, content, and identified sources.
- Students will prepare a 1-1.5 hour activity to introduce their topic to elementary or middle school students.
- Students will lead the event at either a STEM event (such as Fall in Love with STEM, or at a local school or after school program).
- Students will complete a final project and present it in the form of a video presentation, a seminar or talk, or a poster session. The final format will depend on the topic, it may be a paper, a demonstration, a 2 or 3 dimensional creative piece, a program or spreadsheet formulation, or a combination of any of these.

Expectations:
Students should be willing to engage in individual problem solving and study. While no prerequisite math knowledge beyond that required for placement in the class is necessary, research for this class may involve working on a topic that may not be easy to fully understand in one or two settings. While no special math knowledge is required, students should be prepared to work somewhat independently on an open ended topic. An important skill that is developed in this class is creative problem solving. Because of this, students will need to take on the responsibility of finding solutions with minimal direction (in terms of the solution) from their advisor. Students should also be willing to lead a group of elementary or middle school students in an activity.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: MA 131 - Precalculus
Math Prerequisites: C or Higher in one of the following courses: MA 107 OR MA 108 OR MA 110 or ALEKS placement score of 61 or Higher.

MA 131 is designed for students who intend to enroll in the Calculus sequence (MA 133, MA 134, MA 255). Expressions and functions investigated in this course are polynomial, rational, radical, trigonometric, exponential and logarithmic. Applications will be introduced throughout the course. Graphing calculators will be utilized to enhance understanding and gain insight through explorations. Please check the Michigan Transfer Agreement (MTA) list to see if this course fulfills the Mathematics and Natural Science requirement.

The following Honors Objectives will be met:
- Exposure to scholars/professionals engaged in research and/or creative scholarship
- Structured learning experiences that prepare students for research and/or creative scholarship
- Opportunities to apply learning towards the development of a research study or creative project
- Exposure to effective and influential leaders
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:
- Students will write a (200-400) word paper describing future plans for education and employment.
- Students will visit two or three businesses where a background that includes mathematics would be essential. Students should explore what types of job opportunities are available and focus on the daily demands of the occupation. A visit should be no less than 30-minutes in length. The faculty member will actively facilitate arranging visits.
- Students will research three educational institutions that provide the instruction required for their chosen career path. Each of the selected schools should be different in their program requirements needed to matriculation in the particular field. Students will write a (300-500) word paper comparing and contrasting school expectations. Students may reflect upon their own feelings on the benefits or the disadvantages of any program.
- Students will summarize their experiences by making a video or by writing a (300-500) word paper. Students should indicate if their goals for either their career or educational path have changed after comparing these few jobs and schools. Students are encouraged to discuss their path forward.

Expectations:
- Students will meet with the professor and agree upon the details of the project during the first three weeks of class, throughout the semester as needed, and at the end of the semester to present the project to professor (and classmates if required).
- Students will communicate clearly and in a timely manner when meeting with business personnel. They will comport themselves appropriately at all times while visiting these establishments, and will follow up with a personal note of thanks.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

Completion Process
Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.

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GRCC
GRAND RAPIDS COMMUNITY COLLEGE

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An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarly skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

**Honors Project: WE 156 – First Aid**
This course is designed to meet the requirements of the American Red Cross. Two possible ARC certifications are available upon successful completion of the requirements for (1) First Aid (2) Professional Rescuer. First Aid is designed to facilitate learning and understanding of the knowledge necessary when confronted by possible medical emergencies including breathing and cardiac emergencies as well as various first aid emergencies. Skill and written exams are administered.

The following Honors Objectives will be met:
- Structured learning experiences that engage students in community service
- Structured learning experiences that prepare students for research and/or creative scholarship
- Opportunities to apply learning towards the development of a research study or creative project
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:
- Honors students will host an on-campus workshop (Science Room 122 or 123).
- Students will develop a power point presentation (approved by the instructor prior to workshop being presented) through research.
- The presentation/workshop will include the following:
  - Definition of Cardiovascular Disease,
  - Statistics on Cardiovascular Disease,
  - Prevention of Cardiovascular Disease, and
  - Newest ECC Guidelines on How to Care for the most common issues related to cardiovascular disease
- Students will complete a 1-page reflection paper on experience/project

Expectations:
- Students will work with the professor to ensure they will be able to attend and participate in all project requirements.

**Professor Bio**
Melanie earned her Bachelors at Adams State University in the area of Chemistry/Allied Health and Biology and her Masters at University of Northern Colorado in the area of Physical Education and Sports Administration. She also holds many certifications in the field of Exercise Science, Fitness and Wellness.

Melanie is a proud recipient of the Michigan Campus Compact Award and also the GRCC Armen Award. Both awards are awarded to recipients for their impact in service learning and civic engagement. Melanie continues to bring service learning to her courses because service learning impacts not only the GRCC students but also the community partners in such a positive way.

**Completion Process**
Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: WE 189 – Healthy Living
This class is designed to teach students the concepts of how to stay healthy and prevent disease. Students will learn about different health topics such as blood pressure, cholesterol, diabetes, heart disease, stroke, stress, sleep problems, substance abuse and misuse, principles of physical fitness, dimensions of wellness, weight management, nutrition, and cancer. Healthy Living is designed to motivate students to take their health seriously. This course will help students understand why they should make healthy choices and how they can change unhealthy patterns. This course will use Blackboard extensively.

Recommended Skills: Blackboard knowledge
Student must have access to a computer as all assignments will be turned in online.

The following Honors Objectives will be met:
- Structured learning experiences that engage students in community service
- Structured learning experiences that prepare students for research and/or creative scholarship
- Opportunities to apply learning towards the development of a research study or creative project

Honors students will complete the following activities:
- The Honors student will complete a service learning project at Countryside Elementary in called Discover Nutrition: Learn and Give (both dates).
- The student will do a presentation to a community organization, family members, neighbors, or on campus workshop where they will develop a Nutrition Presentation (Power Point) that describes:
  - Nutrition Definition,
  - Why is Proper Nutrition Needed,
  - What are the 5 major food groups,
  - What type of nutrients does each food group provide to the body and brain,
  - What quantity of each food group is needed for different age groups and gender, and
  - Honors student will ask participants to build a healthy plate based on the 5 food groups and the nutritional needs for each individual person.
- Honors student will be asked to complete a 1-page reflection paper
- Approval of presentation will be required as well as approval of workshop group student will be presenting to prior to presentation taking place.

Expectations:
- Students will work with the professor to ensure they will be able to attend and participate in all service requirements.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: EN 102 – English Composition-2
Prerequisites: Students are required to have passed EN 100 / EN 101 or the equivalent with a “C-” or better. EN 102 will continue the personal approach, but quickly move from the subjective to the objective by asking students to take into account perspectives other than their own – gradually moving to a larger context: social, academic, political, and literary. Assignments will include a variety of writing. Professors will select a combination of assignments and essays from the following: career research, interviews, revision of I-centered research into more formal research, argumentation, literary criticism, collaborative writing assignments, and revision of personal essays into works of fiction. One academic or interdisciplinary research paper of 4-5 pages (excluding the Works Cited page) is required. Prerequisite: Final grade of “C-” or better in EN 100/101 or its equivalent.

The following Honors Objectives will be met:
• Structured learning experiences that engage students in community service
• Opportunities for students to think critically about diverse cultural contexts
• Exposure to effective and influential leaders
• Opportunities to apply learning towards the development of a research study or creative project
• Structured learning experiences that prepare students for research and/or creative scholarship

Honors students will complete the following activities:
Writing to Serve Community engagement & Creative Scholarship
• This project requires 20 hours of Academic Service Learning at a community organization determined by the student and Professor Muhammad. Students will produce 1 – 3 artifacts that addresses a specific need described by someone authorized to represent the organization.
• Develop a research question.
• Write a (2) short Reflection Papers
• Compose a presentation for the community partner

Expectations:
• Students will meet with the professor within the first two weeks of the course to confirm the project, throughout the semester as needed, and at the end of the semester.
• Students will work with people from diverse cultural backgrounds.
• Students will write at a college level.
• Students must successfully meet the requirements of the project in order for the transcript designation to occur.

Completion Process
Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: EN 279 – Research Writing
This course asks students to connect their current areas of study with research methods and writing for multiple purposes and audiences. Students will use readings, writings, and civic activities to develop a “toolbox” of research methods and composition strategies (rhetorical theory) in order to create effective written communication. They will learn how to combine research methods and composition strategies to compose research-based documents for specific and interdisciplinary purposes.

The following Honors Objectives will be met:
• Structured learning experiences that engage students in community service
• Opportunities for students to think critically about diverse cultural contexts
• Exposure to effective and influential leaders
• Opportunities to learn and apply leadership skills

Honors students will complete the following activities:
• Structured learning experiences that engage students in community service: Work with the Executive Director and Youth Programming Advisor of the Grand Rapids African American Museum and Archives (GRAAMA)
• Opportunities for students to think critically about diverse cultural contexts: Will work to find connections between GRAAMA and other public programming in Grand Rapids
• Exposure to scholars/professionals engaged in research and/or creative scholarship: Students will have the opportunity to meet a variety of artists and scholars who specialize in local history
• Opportunities to learn and apply leadership skills: Students will have chance assist GRAAMA in developing the youth programming board - which will be run by high school students with the facilitation help of an adult advisor.

Expectations:
• Students will meet with the professor within the first two weeks of the course to confirm the project, throughout the semester as needed, and at the end of the semester.
• Students will work with people from diverse cultural backgrounds.
• Students will write at a college level.
• Be available (8) Saturdays, dates and times are TBD
• Students must successfully meet the requirements of the project in order for the transcript designation to occur.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

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**Honors Project: PY 201 – General Psychology**

Entry Level college reading and writing skills – Psychology is the scientific study of behavior and mental processes. This course is an introduction to the many different areas of which this discipline is comprised. These areas include: psychological theories, research methods, the relationship between brain and behavior, human development, learning, memory, cognition, group dynamics, personality theories and the identification and treatment of abnormal behavior.

**The following Honors Objectives will be met:**
- Structured learning experiences that engage students in community service
- Opportunities for students to think critically about diverse cultural contexts
- Exposure to scholars/professionals engaged in research and/or creative scholarship
- Structured learning experiences that prepare students for research and/or creative scholarship
- Opportunities to apply learning towards the development of a research study or creative project
- Exposure to effective and influential leaders
- Opportunities to learn and apply leadership skills

**Honors students will complete the following activities:**
- Students will read several chapters from a book titled "Forty Studies That Changed Psychology" by Roger Hock. By reading these articles, students will develop a deeper understanding of the pioneering work that changed the field of psychology and formed the basis for further investigation into various topics.
- Students will provide written summaries of (8) articles from the Hock text. These writing assignments will allow students to demonstrate a thorough understanding of the research methods, their advantages, and disadvantages, and to hone scientific writing skills.
- Students will provide a critical reflection of the articles which will require the use of independent and critical thinking skills.

**Expectations:**
- Students will meet with the faculty member within the first two weeks of the course to discuss the project, throughout the semester as needed, and at the end of the semester.
- Students should be able to demonstrate the personal responsibility needed to complete such a project. This entails reading outside of class, completing the written summaries outside of class, and scheduling appointments with faculty to discuss the project and receive assistance with completing the project.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

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**Completion Process**

Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.

**Department of Experiential Learning**

experientiallearning@grcc.edu

(616) 234-4162

Room 59- Main Building, Level G2
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

Honors Project: BI 151 – Introduction to Cells, Molecules and Genes
Prerequisites: B or better in high school biology and chemistry or C- or better in BI 101 and CHM 100 – This is the first in a two-semester introductory biology sequence for students who plan to major in the biological sciences or pursue a career in medicine, dentistry, or allied health fields, such as pharmacy. The course introduces students to the modern concepts of cellular and molecular biology, genetics, and development with emphasis on the observations and experiments that support them. Three hours of lecture; 3 hours of laboratory.

The following Honors Objectives will be met:
- Opportunities for students to think critically about diverse cultural contexts
- Exposure to effective and influential leaders
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:
Exposure to effective and influential leaders
- Learning Activities: Speaker on-campus or trip to a local research facility to learn deeper about a topic discussed in the book. Some possibilities include: a speaker from Van Andel Institute to discuss current stem cell research or taking a trip to their facility for a tour and discussion.

Opportunities to learn and apply leadership skills
- Learning Activities: Students will be given the opportunity to lead a discussion about a portion of the book. They will be assigned specific discussion topics and additionally be asked to create their own.

Opportunities for students to think critically about diverse cultural contexts
- Learning Activities: The book (Immortal Life of Henrietta Lacks) provides many opportunities for students to think critically about different cultures. The discussion topics/questions that are posed to students will help to facilitate discussions around these topics.
- Students will watch the HBO movie by the same name toward the end of the semester. Students will also be required to write a one to two-page reflective summary concerning their experiences with this Honor’s Project.

Expectations:
- Students will meet with the faculty member within the first two weeks of the course to discuss the project, throughout the semester as needed, and at the end of the semester.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

Completion Process
Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.
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Honors Project: BI 101 – General Biology

Biology 101 is a survey course for non-science majors introducing the following topics: the nature of science, ecology, biological diversity, evolutionary theory, genetics, biotechnology, cellular biology, and human anatomy and physiology. An emphasis is placed upon how these topics apply to students’ lives. Biological issues with societal impact such as stem cell use, cloning, genetic engineering, climate change, and conservation also will be explored. This course satisfies the general education requirement for a biological science course with a laboratory component. Biology 101 may also be an appropriate starting point for students who plan to major in biology or one of the health sciences.

The following Honors Objectives will be met:
- Exposure to scholars/professionals engaged in research and/or creative scholarship
- Structured learning experiences that prepare students for research and/or creative scholarship
- Opportunities to apply learning towards the development of a research study or creative project

Honors students will complete the following activities:
- Students will expand on topics discussed in the Biology 101 course.
- Students will be required to research new discoveries in the field and write a paper on the topic.
- Topics include but are not limited to: Stem Cells, Emergent Diseases, Genetically Modified Organisms, Climate Change, Evolution, Food-borne Pathogens and Cancer.

Expectations:
- Students will meet with the faculty member within the first two weeks of the course to discuss the project, throughout the semester as needed, and at the end of the semester.
- Students will conduct research on her/his own, will have frequent meetings and contact with me, and will submit multiple drafts of the work along the way. The student must be self-motivated and great with time management.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

Completion Process

Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.
An Honors Project is an opportunity for students to develop leadership, service, research and creative scholarship skills as part of a course. Faculty prepare the learning activities and guide students throughout the semester. Upon successful completion, students will receive a transcript designation.

**Honors Project: BI 101 General Biology**

Biology 101 is a survey course for nonscience majors introducing the following topics: the nature of science, ecology, biological diversity, evolutionary theory, genetics, biotechnology, cellular biology, and human anatomy and physiology. An emphasis is placed upon how these topics apply to students’ lives. Biological issues with societal impact such as stem cell use, cloning, genetic engineering, climate change, and conservation also will be explored. This course satisfies the general education requirement for a biological science course with a laboratory component. Biology 101 may also be an appropriate starting point for students who plan to major in biology or one of the health sciences.

The following Honors Objectives will be met:

- Opportunities for students to think critically about diverse cultural contexts
- Exposure to effective and influential leaders
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:

- Students will be expected to read ‘The Immortal Life of Henrietta Lacks’ by Rebecca Skloot within a defined time-frame. Certain page numbers (and/or chapters) will be expected to be read and reflected upon prior to attending mandatory group discussions. Students will be provided discussion questions and will also be asked to create their own. The dates and times of discussion groups will be determined after the semester begins and faculty are able to discuss possible dates with students so that all schedules can try and be accommodated.
- Students will be given the opportunity to lead a discussion about a portion of the book. They will be assigned specific discussion topics and additionally be asked to create their own.
- Students will attend a speaker on-campus or trip to a local research facility to learn deeper about a topic discussed in the book. Some possibilities include: a speaker from Van Andel Institute to discuss current stem cell research or taking a trip to their facility for a tour and discussion.
- Students will also be asked to watch the HBO movie by the same name toward the end of the semester.
- At the end of the semester, students will be required to submit a reflective summary of their experiences with the project.

Expectations:

- Students will work with the professor to ensure they will be able to attend and participate in book discussions as well any on or off-campus activities.

**Completion Process**

Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.

**Professor Bio**

Prior to joining our department in 2016, Tim worked as a full-time instructor at Lansing Community College. He earned his B.S. in Biology from Central Michigan University and his M.S. in Zoology from Oklahoma State University. He currently teaches our Biology 101 and Anatomy & Physiology courses. His expertise is in human anatomy & physiology, organismal biology, and evolutionary biology. In his free time he enjoys cooking, snowboarding, and spending time in the great outdoors.

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Honors Project: BI 121 – Human Anatomy and Physiology 1
Prerequisites: C- or better in high school biology, BI 101, or BI 117 required. Students may not concurrently enroll in BI 122 – Biology 121 is the first of a two-semester course sequence. This course covers a structural and functional approach to human biology with an emphasis upon cell biology, tissues and the integumentary, skeletal, muscular, nervous, and an introduction to the endocrine system. This course satisfies the general education requirements for natural science and is required for most allied health and medically related fields such as nursing, radiology and dental hygiene. Recommended Skills: C or better in high school chemistry or CHM 100. The course consists of 3 hours of lecture and 2 hours of laboratory.

The following Honors Objectives will be met:
- Opportunities for students to think critically about diverse cultural contexts
- Exposure to effective and influential leaders
- Opportunities to learn and apply leadership skills

Honors students will complete the following activities:
Exposure to effective and influential leaders
- Learning Activities: Speaker on-campus or trip to a local research facility to learn deeper about a topic discussed in the book. Some possibilities include: a speaker from Van Andel Institute to discuss current stem cell research or taking a trip to their facility for a tour and discussion.

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- Learning Activities: The book (Immortal Life of Henrietta Lacks) provides many opportunities for students to think critically about different cultures. The discussion topics/questions that are posed to students will help to facilitate discussions around these topics.
- Students will watch the HBO movie by the same name toward the end of the semester. Students will also be required to write a one to two-page reflective summary concerning their experiences with this Honor’s Project.

Expectations:
- Students will meet with the faculty member within the first two weeks of the course to discuss the project, throughout the semester as needed, and at the end of the semester.
- Students must successfully meet the requirements of the project in order for the transcript designation to occur.

Completion Process
Once the student has fulfilled the learning activities, the faculty member will enter the grade (satisfied or not satisfied) as part of the normal grading process. This process ensures a designation onto the official transcript.