

HONORS CONTRACT

FOR ALL COURSE LEVELS

(100 TO 400-LEVEL COURSES)



Note: This form should be completed by the course instructor.

This contract is not in force until it has been approved by the Honors College. Return completed forms to Zellner Hall.

Student's Name	Course Title:
Banner ID:	Subject:
Student's email:	Course: Section #:
Instructor:	Semester:
Instructor's email:	Year:

All Honors Contract forms are due by 5:00 on the Friday of Week 4. The student and instructor will be notified of approval by Friday of Week 5.

TO BE COMPLETED BY THE INSTRUCTOR:

All questions below must be answered or contract will be returned for correction.

1. Ideas for contract work: You are not limited to this list. Check the box(es) for the format that most closely corresponds to the student's Honors work in your class.

<input type="checkbox"/> Research paper/article	<input type="checkbox"/> Assist in professor's research	<input type="checkbox"/> Graphic/visual project
<input type="checkbox"/> Supplemental reading	<input type="checkbox"/> Bibliography	<input type="checkbox"/> Essays on supplemental reading
<input type="checkbox"/> In-class presentation	<input type="checkbox"/> Grant proposal	<input type="checkbox"/> Learning aids
<input type="checkbox"/> Field work	<input type="checkbox"/> Public service	<input type="checkbox"/> Performance
<input type="checkbox"/> Interviews	<input type="checkbox"/> Other: _____	

2. This contract must meet at least one Honors College learning objective. Please check the box(es) corresponding to the objective this assignment meets:

- Connects the student more deeply with course material
- Connects the student to the broader scholarly community in a particular area
- Provides the student with a significant mentoring opportunity with the professor
- Allows the student to show Honors capabilities

TO BE COMPLETED BY THE INSTRUCTOR:

Please note carefully the mentoring information required on page 3. Also see page 4 for an exemplar Honors contract.

3. Explain the project with specific detail regarding scholarly resources, methodology, and anticipated final product as a guide for the student.

4. Circle one: Is the project **additional** or **replacement** coursework for your class?

5. Please identify a start date and completion date for this project. Include a timeline describing the progression of work. The project should add 10-12 hours to the student's work in your class, and the timeline should quantify these additional hours as a guide for the student.

6. Identify at least one course learning objective in the course syllabus that connects to the project.

7. Will this Honors contract be factored into the student's course grade? If so, how?

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****For instructor use only****

Instructors, please read the information below and check ONE, "yes" or "no," initialing your selected option.

I will mentor this student on this project during the course of this semester.

No _____

Your initials indicate your understanding that you will not mentor or meet with the student three times during the semester, and that you will not receive professional development funds after this project is completed.

Yes _____

Your initials indicate your understanding that you will mentor and meet with the student at least three times during the semester; your initials also indicate your understanding that your professional development funds voucher is contingent upon the meetings and the student's completion of the project. List meeting dates below, as well as a detailed purpose of the meeting:

1) date _____

purpose:

2) date _____

purpose:

3) date _____

purpose:

If mentoring is not detailed, the project will not be returned for correction; it will be treated as non-mentored project by the Honors College and professional development funds will be forfeited.

Student's Signature

Instructor's Signature

Date

Date

HC Academic Manager Approval _____

Please note carefully the mentoring information required on page 3. Also see page 4 for an exemplar Honors contract.

Exemplary past Honors Contract:

In addition to the coursework for Organic Chemistry, the student will be completing five web-based Lessons for Chemistry Class Advantage (CCA). These Lessons connect classroom topics with the primary research literature and real-world case studies. For example, we will discuss hydroboration reactions in our unit on alkenes in class; the CCA lesson on hydroboration explores the reaction's high levels of selectivity and how it was used by researchers to synthesize a potential anticancer therapeutic.

At the end of the Honors contract, the student should have a deeper understanding of five common transformations in organic chemistry, a familiarity with the valuable database SciFinder Scholar, and an early introduction to reading the primary literature.

The first of these goals emphasizes the course objective of predicting reactivity of various functional groups in select transformations. The student's classmates who are not involved in research with the department will not have a formal introduction to SciFinder or primary literature until they reach upper level courses.

The five CCA lessons will be scheduled to coincide with the topic's general discussion in the lecture portion of the course. Each supplementary lesson should take approximately two hours for completion. All lessons must be submitted by December 7th.

The Honors contract work will be worth 5% of the course grade.

Mentoring meeting 1, October 3: explanation of assignments and expectations, registering for CAS SciFinder Scholar, brief overview of SciFinder Scholar.

Mentoring meeting 2, November 16: Review of three lessons upon their completion.

Mentoring meeting 3, December 7: review of final two lessons, discuss feasibility of incorporating the CCA lessons in future Organic Chemistry I or II coursework.

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