

December 2, 2010

To Whom It May Concern:

Enclosed please find a proposal to create a honors embedded component for a 101 Introductory Sociology course to be offered at all the OSU regional campuses. This course will be taught by tenure-track faculty and will enroll no more than twelve honors students each time it is taught.

Although a 101 H Introductory Sociology course exists, there are rarely enough honors students on the regional campuses to fill the course. Typically, if the honors section does not fill, then a regular Sociology 101, for which the demand is greater, is substituted. An honors embedded option in a regular Sociology 101 would simultaneously provide an opportunity for honors students to fulfill one of their honors requirements while satisfying the enrollment demand for Sociology 101.

The Introductory Sociology 101 HE course I envision allows honors students exposure to the breadth of a survey course while at the same time providing them the chance to explore in some depth a sociological topic of interest to them. This exploration will draw them into closer interaction with faculty, as they are required to meet regularly with their instructor to discuss their project. It will also allow them to “try out” the work of sociologists by choosing a topic, designing an approach to empirical data collection, collecting data and performing at least rudimentary analysis of that data, and finally, presenting the results of their study to the class. Honors students as researchers will interact with the other students in the class, who will be asked to volunteer to serve as the sample for the study or studies they conduct. Results presented will then be of personal relevance to the class, as they learn something about themselves as a group.

Honors students in this course will spend the same amount of time as the other students in Introductory Sociology 101 reading the materials, attending class and studying for the exams. The honors embedded component of the course should take them at least three or more additional hours per week. At least three times a quarter they will spend an hour or so meeting with the instructor to discuss and plan the research project they have in mind. On their own, they will spend time developing and executing a data collection strategy (be it creating, distributing and tabulating a survey instrument; developing an interview schedule, conducting and transcribing interviews; or perhaps taking field notes as part of a nonobtrusive observation project, to name but a few approaches), organizing, analyzing and drawing conclusions about their data and, finally, crafting it into a 10-15

minute report. These activities will elevate the rigor of the class work well beyond that expected of typical Introductory Sociology students.

The grading scale for honors students will be 250 points higher than for other students. Each of their exams will contain the same multiple-choice items on the regular test, with a 25 point essay section, for a total of 100 additional points over the term. The empirical data collection project will be worth another 150 points. Grading scales for each group are clearly described in each group's syllabus, as are the disparate objectives. These syllabi are attached.

Thank you for considering this proposal. If you have any questions, I can be reached at 419-755-4289 or by email at winnick.3@osu.edu.

Sincerely,

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