

Honors Forum - Applied Sciences  
Spring, 2022  
Honors 3A  
Section # 52582

Instructor: Emanuel Delgado  
(bilingual: fluent Spanish/English able to read/write/speak/listen)  
(Preferred pronouns: he/him)

Email: [emanuel.delgado@reedleycollege.edu](mailto:emanuel.delgado@reedleycollege.edu) or [ed006@reedleycollege.edu](mailto:ed006@reedleycollege.edu)

Office Hours: Mondays and Wednesdays 10:00 am – 12: 30pm  
held in Reedley College Library's Tutorial Center and through this [Zoom Room](#).  
These are my official office hours, but you can find me at many other times. Send  
me an email or Canvas message to set up a meeting that works for both of us.

Welcome to the Applied Sciences Honors Forum!

You are on your path to become scientists, and you have the power to choose your research focus. This class is fun and challenging, because you'll choose a topic you're interested in and perhaps passionate about, and you'll develop a research question and proposal that you can present. Students in this course have the opportunity to present at the Central Valley Honors Symposium which is proposed to be set here in Reedley College. You'll find that presenting here may be a step to presenting in another conference.

**Course Description:**

The field of applied sciences is one of the most dynamic and adaptive in modern sciences. The purpose of this course is to help you explore, build, and develop an interest in the research process used to study fundamental processes through the perspective of a computational discipline (e.g. mathematics, statistics, geography/GIS, etc.) We are at the forefront of knowledge making through research. Advances in knowledge and methods from research are used in all aspects of our lives from revolutionizing medicine to mitigating climate change. Important scientific, social, and ethical decisions will be critical when we are faced with decisions and interpretation of research data. The course outcomes are to help you understand and apply (no memorize) applied sciences concepts, and to help you think in an analytical and critical way about contemporary problems. By nature, research is ever changing and constantly evolve with new discoveries and technology. Therefore, it will not be possible to cover the entire field of nay topic

during this course, so we will concentrate our efforts on exploring only some selected themes of study.

## **Learning with Canvas**

Additional course resources including all lecture notes and assignments are available 24/7 through the Canvas Learning System. All course announcements, assignments, etc. will be available so there should be no confusion on what is expected or how your performance will be evaluated. Check your Canvas course daily to be aware of course changes.

## **What does it mean to be a student in an Honors class?**

Honors Students have the following attributes:

1. A higher degree of participation and involvement in the class
2. A higher standard of performance than regular students
3. An ability to comprehend more advanced supplemental reading, especially of primary sources
4. A demonstration of stronger enhancement of skills in critical thinking, analysis, and interpretation
5. An ability to comprehend a great depth and breadth of subject matter especially requiring synthesis of different perspectives or points of view.

## **Extra Faculty Reviewer**

Seeking guidance or mentorship from another faculty is strongly recommended as you progress with this project. I will provide you with as much guidance as I have, but you will need to ask another faculty to provide additional insight on your work. You may choose an instructor who is knowledgeable on your research topic, or you may choose one that can just provide general guidance.

## **Course Objectives**

To expose the student to the field of applied sciences and the general principles of scientific study as they relate to humans. Students completing the course will have gained the following:

1. Experience an integrated academic atmosphere to stimulate intellectual curiosity and university-level discussion on topics or theme.

2. Build a background in applied/geographic sciences that is broad enough to contribute to a multi-discipline research project.
3. Develop interdisciplinary hypotheses and questions about a topic with guidance from instructor
4. Synthesize information and knowledge using skills obtained from separate disciplines within Applied
5. Practice critical thinking skills in evaluating and presenting
6. Revise “first thoughts” or original hypothesize considering deep research and in collaboration with the instructor, classmate, and experiments in the
7. Lead/participate in discussion to investigate question and concerns regarding the identified research
8. Write appropriately documented essays which define, evaluate, interpret, and argue interdisciplinary

## Major Assignments

Descriptions

Percentages

major assignments and the percentage values for the semester

<b>Descriptions</b>	<b>Percentages</b>
<b>Assignment 1</b>	<b>5%</b>
Assignment 2	5%
Assignment 3	5%
Assignment 4	5%
Assignment 5-Research Proposal	10%
Peer Review	20%
Poster	30%
Presentation	20%

Course grades will be based both on presentations and class participation. Students are expected to learn to ask questions and exchange ideas freely. Students should be prepared to ask at least one good question by the end of each presentation. While grades lower than B are very rare in this course (after all, you are all honor students!), a solid A is given only for exceptional performance. Don't count on it.

## Teaching Philosophy and Course Expectations

Learning new concepts occurs most effectively when it is built on what students *already know* to achieve evidence based reasoning science based writing and inquiries are an integral process for students (Ramage & Stokes, 2012). Learning is a deliberate and intentional process, one that involves to use of critical thinking, dedication, determination, information, and responsibility:

1. Critical thinking. This course serves develop your critical thinking abilities. Students that analyze, infer, evaluate, and make reasoned judgments perform better in college, daily choices, and achieve greater success. Developing critical thinking skill should be a goal of every student in this course.
2. Dedication and determination. Success in this course will require a lot of your dedication and If you aim to high learning expectations, that is what you will achieve. Expect to invest significant effort (several hours of time to research and read about a topic you are passionate about). Depending on your science background, you may need to spend study time. Attend class regularly, be on time, and budget the time we meet each week to discuss and receive feedback from the class.
3. Be informed. It is common to see scientist utilize scientific information to manipulate others' behaviors and decision-making in ways that may not always result in gain and If you don't understand the scientific basis of a research paper, you can't make an informed decision about it. Be curious and take initiative to read and dig out more information on the topic of your choice.
4. Take responsibility. The amount of responsibility you place on yourself in any course will proportionally related to your academic and eventual professional success. Whether you choose to do excellent or minimal work is up to you. I will not disrespect you by giving a grade you did not earn. Oftentimes we must strike a balance with family, work, and school so therefore make sure to take responsibility, learn from mistakes and rise up The best learning comes from making mistakes. The goal of this course is to explore your learning, research, and interests.

## **Explanation of Assignments and Activities**

### **Research Essay**

Each team will collect data to analyze and orally present in a public forum using a formal research poster. Each poster must include a primary literature-supported introduction, research question, null and alternative hypothesis, predictions, experimental design that includes materials and methods (written in third person, past tense), results that are quantitative (graphs and/or tables as appropriate with captions) and qualitative (general observations and pictures with captions), a discussion that summarizes the purpose of the study, key results, and explains their implications and significance in relation to research literature, a conclusion that answers the research question, and a bibliography of sources cited.

### Journal Presentation

Each student is required to give two to three oral presentations (chalk talks) during the semester. **Presentations are to be based on research journals / lab activities they attended.** In addition, students may present a recent journal article from a leading scientific experimental journal for one of their chalk talks; the article must be approved by the course instructors. A schedule for presentations will be made early in the semester. After the schedule is set changes to the schedule may be made among students with instructor approval only.

### Rough Draft

Science is a collaborative activity, with colleagues working together to achieve what individuals working in isolation cannot. Research teams will be used similarly in this course. Each person in a research team will evaluate the relative contributions of their peers at the middle and end of the course to give proper credit where credit is due (or not, as appropriate). Performance increases between the first and second peer evaluations will influence individual improvement scores. Rubric will be distributed during the beginning of the semester.

### Professional Behavior is expected ALWAYS

Professional Behavior is expected ALWAYS Please respect other student, the laboratory materials, and me. No food, cellular phones, pagers, or profanity at any time! I am aware that emergencies arise, but place your electronics on silent or “manner” mode. You will be given a Safety Rules sheet to sign in the lab, which delineates further safety procedures that you MUST follow. Please remember to

clean up the lab benches after every exercise, as areas left dirty or messy at the end of the period will result in those students penalized for points. No food or beverages allowed. Cell phone use will not be tolerated in this class; turn off your cell phones prior to class.

**College Policies** The college has several policies that you will be expected to adhere to in my course. The Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism, a statement on copyright, and the university computer requirement, portions of which are below, can all be found in the Student Handbook (Policies and Regulations) and Class Schedule.

Accommodations:

**If you have a verified need for an academic accommodation or material in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.** Students with Disabilities/Special Accommodations: Any student in need of an accommodation due to a disability is encouraged to provide the instructor with their notification of authorized services form from DSP&S and consult with the instructor immediately so that arrangements can be made.

### **Some ground rules**

- **Word Counts**
  - You will write two reports for this course. Each writing assignment has a minimum word count in order to meet the University writing requirement for this course. Failure to meet the minimum word count on either assignment will result in failing this

### **Improving your writing through feedback**

- Both reports require you to write a draft and a final version. You will receive feedback on your draft to help you write a better final

### **Improving your writing through peer review**

- For both reports, you will read the drafts and final reports of your fellow students and provide meaningful feedback on their writing. Evaluating other people's report teaches you what makes a good or bad report. Use this experience to improve your own

## **Submission Requirements and Guidelines**

- Drafts and Final reports are required to be uploaded to TurnItIn on Canvas the night before your schedule lab at 11:59
- Submissions receiving an originality score of more than 30% cannot be
- Late submissions CANNOT earn any points. If a late submission is made, 0 points will be awarded.
- Late submission cannot participate in the peer feedback or peer review process, and so will lose the participation points for those
- Make-up labs are not possible during weeks that a peer feedback or peer review activity is scheduled.
- On weeks that a peer feedback or peer review activity is scheduled, students are required to bring an Internet enabled device to class to complete these

## **Professional Behavior is expected at ALL TIMES**

Please respect other student, the laboratory materials, and me. No food, cellular phones, pagers, or profanity at any time! I am aware that emergencies arise, but place your electronics on silent or “manner” mode. Disruptive behavior that interferes with the teaching and learning processes will be cause for appropriate penalties as described under “University Policies” below.

No food or beverages allowed. Cell phone use will not be tolerated in this class; turn off your cell phones prior to class. Students are allowed to do audio recordings of lectures but not video. Web or internet posting of recorded lecture materials are not allowed. Laptops may be used in this class; laptop users should sit in the back row to avoid distracting others.

### Miscellaneous

1. Laboratory and Field Trip Safety
  1. Follow directions in the student conduct
  2. Report all accidents or injuries
  3. Wear appropriate clothing as indicated above and on field trips wear appropriate This would be oxford or walking shoes or leather closed toe tennis shoes.

NO SANDALS OR OPEN TOED (OR MESH TOED) LOOSE FOOTWEAR OR SHORTS WILL BE ALLOWED IN CLASS OR ON FIELDTRIPS.

### **College Policies**

The university has several policies that you will be expected to adhere to in my course. The **Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism, a statement on copyright,** and the **university computer requirement,** portions of which are below, can all be found in the University Catalog (Policies and Regulations) and Class Schedule.

### **Cheating and Plagiarism: I DO NOT TOLERATE CHEATING. PERIOD.**

**Most of you are entering into the health care field and could harm or seriously injure other human beings if you do not know the basic information in this course.** The University policy reads, "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Any student caught cheating or plagiarizing will be subject to the Reedley College disciplinary procedures (review the Reedley College catalog section on academic dishonesty). Electronics of any kind are not permitted during exams and will result in an automatic zero for that exam.

Students with diagnosed disabilities should contact the Disabled Students Programs and Services' (DSP&S). Please give me a copy of the letter you receive from DSP&S detailing class accommodations you may need. If you require accommodation for test-taking please make sure I have the letter no less than three days before the test. If you have a need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

### **HELP AND TUTORIAL SERVICES**

If you should experience difficulty understanding the material presented in the class or lab, please see your instructor in her office at the earliest possible date, either during scheduled office hours or by appointment.



If you are struggling in the class, please go to the tutorial center for assistance. “With this statement on my course syllabus, I am referring each of my enrolled students in need of academic support to tutorial services. Referral reason: Mastering the content, study skills, and basic skills of this course is aided by the use of trained peer tutors”.

If you should experience difficulty understanding the material presented in the class or lab, please see your instructor in her office at the earliest possible date, either during scheduled office hours or by appointment.