

Honors Options in Dr. McCright's Courses

I have two key standards for Honors Option (HO) projects.

1. Any HO project should be roughly equivalent to the time, effort, and engagement expected with a well-written 10-12 page researched essay.
2. Any HO project should deepen and/or extend course learning.

Students may achieve these standards through many types of projects. Rather than me establish *a priori* what students must do specifically for their HO projects, I ask all Honors students to generate their own ideas and then share them with me. From there, we will work together to negotiate a project about which the student is passionate and that achieves the above standards.

What follows is a non-comprehensive, randomly ordered list of the types of HO projects that students have completed for me in the past or that I wanted them to complete. These are illustrative examples you may use or adapt—or from which you may draw inspiration.

A. write a 10-12 page paper in one of the following forms:

1. a researched essay in which you assert a theoretical or empirical argument
2. a policy brief in which you evaluate key policies on a topic and offer a policy recommendation at the appropriate governance level
3. a critical analysis in which you investigate how two or more works (e.g., documentaries, films, plays, books) address key course concepts, theoretical arguments, and/or findings

B. design a module for a science workshop, fair, or festival in which you teach a target audience (e.g., middle school students, adults in the general public) about some key course concepts, theoretical arguments, and/or findings

1. you would identify what you want the audience to learn and use backward design to create a protocol for a hands-on, interactive module in which the audience would participate
2. your product would be the protocol (lesson plan) that someone could follow to perform this, which also would include the list of materials and resources you would need
3. ideally (given the opportunity), you would conduct this with your target audience and then assess what the audience members learned—through a service-learning experience*

C. create a formal poster on some key course concepts, theoretical arguments, and/or findings

1. you would present this at the University Undergraduate Research & Arts Forum (UURAF) in early April each spring and/or the LBC Research Symposium in late April each spring
2. you would loan/donate your poster to LBC so it can be displayed publicly in Holmes Hall

* If you are doing a service-learning HO, you are required to complete an [Honors Option with a Service Learning Focus form](#) to make clear the expectations for the project. You also must register your HO with the [Center for Service Learning & Civic Engagement](#).

- D. make a short (10-15 minute) documentary on some key concepts, theoretical arguments, and/or findings from the course and publish it on YouTube
 - 1. ideally, you would include relevant audio/visual material from multiple sources, including excerpts of interviews with relevant experts at MSU

- E. produce a storyboard or treatment (an outline of a movie plot and a sketch of the characters) for a feature film or a graphic novel through which you convey some key concepts, theoretical arguments, and/or findings from the course to a general audience

- F. write a research proposal for a social science research project that examines a theory or argument from our course
 - 1. ideally, you would actually conduct the research, gather and analyze your data, and create a formal research poster to communicate your project to the public
 - a. you would present this at the University Undergraduate Research & Arts Forum (UURAF) in early April each spring and/or the LBC Research Symposium in late April each spring
 - b. you would loan/donate your poster to LBC so it can be displayed publicly in Holmes Hall

- H. design a “moving exhibit” about key course concepts, theoretical arguments, and/or findings
 - 1. you would work with MSU Museum personnel to design your exhibit, and you would work with LBC administrators to identify the optimal space in Holmes Hall to locate your exhibit
 - 2. ideally, your exhibit would contain physical artifacts, audio/video recordings, and/or some interactive feature