Honors Enhancement for World Economic Geography (GEOG 3290)
Yeong Kim
Honors Pathway Options: Research & Creative Activity

Description of the Honors Components:
All students in GEOG 3290 are required to complete two World Development Indicator (WDI) assignments. They are asked to choose a research country around the world and retrieve the following time-series data from the World Bank’s WDI database (1962-present). They are asked to draw a chart and write a 1-page analysis of their research country’s overall economic trends (WDI assignment 1) and trade relations with other countries (WDI assignment 2).

To earn honors, students will pursue a deeper understanding of their research country’s position in today’s global economy and its changing trade and investment relations with other countries. Building on WDI assignments 1 and 2 they complete as part of the regular coursework, OHIO Honors students will be required to complete two additional WDI assignments and give a PowerPoint presentation to synthesize and communicate what they have learned about their research country’s position in a rapidly changing global economy.

1) WDI assignment 3:
US Department of Commerce’s International Trade Administration data for the primary trading items between their research country and the US, 2002-2017
Students will obtain trade data from the above data source to analyze their research country’s trade with the US in the past fifteen years. Students will submit two tables and a 3-page paper.

2) WDI assignment 4:
Foreign direct investment, net inflows (BoP, current US$) from the World Bank database
WDI assignment 4 is to examine the research country’s foreign investment inflows and outflows over time. In addition, students will be asked to explore the policies and initiatives implemented by their research country’s government to attract foreign investment like tax incentives, subsidies, and export processing zones. Students will submit one chart and a 3-page paper.

3) PowerPoint presentation:
During the second half of the semester (when topics like international trade, foreign investment, government policies, and industrial restructuring are covered in lectures), students will be asked to give a brief in-class PowerPoint presentation about their research country’s changing position in world trade and investment.

Evaluation Criteria
WDI assignments will be graded and commented on by the instructor and handed back to the student within a week. Students will be asked to incorporate the instructor’s feedback into their PowerPoint presentation and to take 3-5 questions from other students after their presentation. Those who miss any one of the three WDI assignments will not be given an opportunity to give a presentation in front of class.
Grading Rubric
Total Possible Points: 100
Students need to earn more than 80 of 100 possible points to receive honors.
1) WDI assignment 3: 25 points
2) WDI assignment 4: 25 points
3) PowerPoint presentation: 50 points

Grading considerations by assignments are as follows:
1) WDI assignment 3
   - Are the tables and analysis based on the correct trade data and other scholarly information which is relevant and appropriate for use?
   - Does the analysis address the research country’s recurring issues with trade balance and primary import/export items to the largest market in the world?
   - Does the analysis provide enough information on any of the trade negotiations between the research country and the US?

2) WDI assignment 4
   - Are the chart and analysis based on the correct foreign direct investment data and other scholarly information which is relevant and appropriate for use?
   - Does the analysis adequately describe and explain any changes in the research country’s foreign direct investment inflows and outflows?
   - Does the analysis discuss why multinational firms invest in the research country and how the research country’s government attempts to control it?

3) PowerPoint presentation
   - Does the presentation clearly state the research country’s trade and investment position in the current global economy?
   - Does the presentation review the latest scholarly work on the research country’s trade and investment relations?
   - Does the presentation provide detailed information about the research country’s government policies to boost and/or control trade and investment flows?
   - Does the presenter effectively communicate his/her research findings about the country’s changing trade and investment relationship with other countries, including the US?
   - Is it an organized and cohesive presentation?
   - Does the presenter answer questions in a confident and knowledgeable manner?
Honors Enhancement for Vikings, Saxons, Franks: Western Europe, 476-1066 (HIST 3531)
Kevin Uhalde

Honors Pathway Options: Research & Creative Activity, Community Engagement, Leadership

Description of the Honors Components
For honors credit in the Research and Creative Activity pathway, students will complete three assignments in addition to the regular course work.

Assignments 1 and 2 (Scholarly Analysis – 30% each): Twice in the semester, each student reads a scholarly article or chapter chosen from a recommended list, writes an annotated outline, and meets with the instructor and other students to discuss the different articles together. Options will cover a variety of topics, notably law, religion, ethnicity, violence, gender, and leadership. The first assignment focuses on Merovingians (due Week 4), the second on Anglo-Saxons (due Week 8). Outlines are 3-5 typed pages identifying and explaining 1) the introduction and conclusion; 2) sections and subsections; 3) author’s thesis and purpose in writing; and 4) primary sources and methodologies used.

Assignment 3 (Synthesis and Communication – 40%): Due during final exam week, students work together or alone to represent how historical scholarship might inform popular (mis)understanding of an important topic or aspect of early medieval history. The medium for representation, agreed upon with the instructor no later than Week 12, could be a poster, podcast, website, video, etc. Choice of medium and audience may be affected by which Pathway students are taking. In their individual Reflection Essays, they explain how their creation accomplishes the assignment’s goal of communicating a scholarly perspective to a non-expert audience.

Community Engagement Pathway Option:
Before Week 12, students interview representatives from any community of non-historians about their understanding of early medieval Europe, from broad generalizations to specific people, events, or attributes, what shaped their understanding (#2), and whether that history still matters. This shapes their choice of topic, medium, and message for Assignment 3 (#3). If possible, they share the product with those representatives and include their responses in the Reflective Essay (#4).

Leadership Pathway Option:
Students focus their assignments on topics related to leadership, analyzing how historical factors empowered and constrained (#3) different types of early medieval leaders (#1). For the final product, they might present one or more historical figures as a model for modern leadership (#2) along the lines of an actual book, 'Leadership Secrets of Attila the Hun', or apply the challenges and solutions of medieval leadership to a modern situation (#4).

Evaluation Criteria
Assignments 1 and 2 will be considered completed A) if the annotated outline i) is turned in on time, ii) meets length and format requirements, iii) demonstrates that the student completed the reading assignment, and iv) shows at least a partial understanding of the substance of the reading, and B) if the student attends and contributes to a collective discussion of the reading.
I will assess and provide feedback on these assignments immediately, in the case of inadequate work, and within one week for satisfactory work. In the former case, I will allow a revision and resubmission within one or two weeks. In all cases, I will use Assignment 1 to suggest room for improvement in Assignment 2.

Assignment 3 will be considered completed A) if the student proposes a topic, target audience, and appropriate medium no later than Week 12, B) if the student finishes and presents the product in final exam week, and C) submits a typed Reflection Essay (500-700 words) describing the goals and choices that shaped the project and assessing its success.

I will provide immediate feedback for the original proposal, expressing any concerns about its adequacy or viability, so there is ample time for any changes. The final product will be assessed in terms of its success at communicating something informed by disciplinary learning to an audience without the same learning in an effective and engaging manner.

Students pursuing different pathways could still work together to produce a single product. The difference would be reflected and assessed in their individual Reflection Essays. For example, two students might produce a 5-minute podcast on how Germanic kings maintained power despite a lack of constitutional authority or institutional support. The script might reflect an article read during the semester or use a figure from the primary sources as a case study. A history major in the Research Pathway might reflect especially on challenging popular stereotypes with historical research, while a political science major in the Leadership Pathway focuses on implications for different leadership styles.
Honors Enhancement in Engineering Biomechanics of Human Motion (ME 4670)

Bob Williams
Honors Pathway Options: Research & Creative Activity

Description of the Honors Components

This is a dual-listed course, a technical elective for senior undergraduate and also graduate students. Since Ohio University requires additional work for graduate students in dual-listed courses, this takes the form of a semester-long, independent, capstone term project. For undergraduate students in the OHIO Honors Program, this course will be enhanced so that these honors students must also complete the intensive semester-long project.

To earn honors, students will choose a single human musculoskeletal motion to model and computer simulate. Each honors student will validate their computer simulation results vs. actual experimental data for similar motions published in the biomechanics literature. Here are some examples of single human musculoskeletal motions honors students might choose to model and simulate in the computer all semester for the honors-enhanced term project.

- Elbow flexion for weight-lifting curls.
- Shoulder abduction for tennis swings.
- Knee extension for jumping.
- Knee extension for running.
- Hip activation for cycling.

Regardless of the specific single human musculoskeletal motion chosen by the honors student, the same steps must be completed during the semester, following the course learning schedule:

- Complete analysis of human skeletal system anatomy and physiology involved in the chosen single human musculoskeletal motion, including joint identification and modeling.
- Complete analysis of human muscular system anatomy and physiology involved in the chosen single human musculoskeletal motion, including muscle modeling.
- Modeling, derivations, calculations, and computer simulations for the human body statics associated with the chosen single human musculoskeletal motion.
- Modeling, derivations, calculations, and computer simulations for the human body kinematics associated with the chosen single human musculoskeletal motion.
- Modeling, derivations, calculations, and computer simulations for the human body dynamics associated with the chosen single human musculoskeletal motion.
- Results validation using freely-available human musculoskeletal biomechanics modeling software.
- Results validation using comparisons with similar single human musculoskeletal motion studies published in the literature.

Evaluation Criteria

The honors student semester-long capstone projects will be evaluated in the same manner in which the graduate student project are evaluated. The honors student project results will be
assessed with regards to quality, novelty, applicability, interdisciplinarity, and experiential learning.

The formal evaluation of honor student capstone semester-long term projects will be based on: 1. Interim presentation to the class at midterm time; 2. Interim formal written technical report at midterm time; 3. Final presentation to the class during finals week; and 4. Final formal written technical report due during finals week.

**Evaluation rubric**

1. Complete analysis of human skeletal system anatomy and physiology involved in the chosen single human musculoskeletal motion, including joint identification and modeling. 
   15%
2. Complete analysis of human muscular system anatomy and physiology involved in the chosen single human musculoskeletal motion, including muscle modeling. 
   15%
3. Modeling, derivations, calculations, and computer simulations for the human body statics associated with the chosen single human musculoskeletal motion. 
   15%
4. Modeling, derivations, calculations, and computer simulations for the human body kinematics associated with the chosen single human musculoskeletal motion. 
   15%
5. Modeling, derivations, calculations, and computer simulations for the human body dynamics associated with the chosen single human musculoskeletal motion. 
   20%
6. Results validation using freely-available human musculoskeletal biomechanics modeling software. 
   10%
7. Results validation using comparisons with similar single human musculoskeletal motion studies published in the literature. 
   10%

Items 1 – 3 will form the Interim (midterm) presentation and written technical report. All items 1 – 7 will form the Final presentation and written technical report.

It is seen that the proposed term project is cumulative. Therefore, if a student succeeds admirably in the midterm presentation and written technical report, their final presentation and written technical report will simply include these successful items, plus the new ones (items 5 – 8). However, if a student performs poorly in the midterm presentation and written technical report, with hard work by the student, and more intervention by the professor, they can still succeed overall in their final presentation and written technical report, since the term project is cumulative.
Honors Experience in Evidence-Based Nursing Practice (NRSE 3251)
Ilana Chertok
Honors Pathways: Research & Creative Activity

Description of the Honors Components
In addition to the current course requirements, the honors experience will add a critical review and synthesis of scholarly work. The scholarly activity sharpens critical analysis and synthesis skills, enhances depth of knowledge on a given research topic, and exposes the student to interdisciplinary approaches to a given health topic and research question.

Working under the guidance of the honors mentor, who is a researcher, the student will write a 5-7 page APA formatted paper critiquing and comparing at least 5 primary source peer-reviewed articles that employed different approaches to your research question/topic (the articles should all share the same general outcome), discussing the relevance and appropriateness of the research designs and methods (advantages and disadvantages), sample population, and primary outcomes as relevant to your research question/topic. At least one article must be from a different discipline to understand the interdisciplinary approach to the given topic. Include an appendix of a synthesis table with the following columns: authors (year), research method, sample, primary outcomes. A draft of the paper is due by week 10 of the semester and the revised paper is due by week 14 of the semester.

The student will meet with the honors mentor every 1-2 weeks either in person or online to discuss progress of the development of the paper. The student will submit a draft of the question by the beginning of week 2 of the semester. A timeline will be developed for the approval of articles to be included in the synthesis paper with deadlines for the components of the paper with refinement of the research question over the course of the semester. During the regular meetings, the faculty member will provide feedback on the components of the paper and guide the student in next steps in the literature search, review, and synthesis process. A rubric will be used for evaluation of the paper.

Evaluation Criteria
In order to receive honors, students must satisfy all requirements listed in the rubric below.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Evaluation Criteria</th>
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<tbody>
<tr>
<td>Clearly define the research question/topic, risk factors, and operational definitions</td>
<td>P/F</td>
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<tr>
<td>Describe prevalence of the problem on population levels (state, regional, national)</td>
<td>P/F</td>
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<td>Describe strengths and limitations of chosen designs for answering research question</td>
<td>P/F</td>
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<td>Studies’ impact on answering research question and ability to generalize to other populations</td>
<td>P/F</td>
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<td>Synthesis table clarity</td>
<td>P/F</td>
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<td>Clarity, writing, relevance of references/sources, APA format</td>
<td>P/F</td>
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<tr>
<td>Active engagement and attendance in at least 80% of scheduled meetings</td>
<td>P/F</td>
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