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Honors courses: Intro to theatre, Composition 2, Survey of the Universe, and Art Appreciation

Section 1: In what ways did the Program help you “demonstrate engagement,” “cultivate curiosity,” and “explore perspectives” (community, curiosity, and diversity)?

Being a part of the honors program has opened the door to many different opportunities for me. The classes have enabled me to have intellectual conversations that go deeper than just surface level about topics in arts, sciences, literacy, and other areas across the spectrum. Being able to discuss and dive into something has given me a greater understanding and a connection with these topics. In my Language and Composition Two class, we discussed different ways that the language we use describes who we are. Paying attention to the way we speak and the way we present ourselves was an eye-opening experience that helped me understand more about myself and how others around me are perceiving who I am.

In that same composition class, I was able to develop a project on a topic that I was interested in. I researched into ageism and how people behave in response to someone else based on their age. I then developed a survey to gather my own data on how people perceived age and how they would respond based on someone’s age. This project allowed me to capture my curiosity and engage people outside of my class to figure out how people’s own ages as well as the language used affects how they perceived age. My concluding results showed how deeply engrained the stereotypes about age really are. (Visuals of this are at the end).

In my Survey of the Universe class I did a research project on the 1986 Challenger and the recent revitalization of some of Christa McAuliffe’s lessons. I thoroughly enjoyed this research paper because I was given the chance to choose a topic that I was interested in. I am an education major and as someone who is going to become a teacher, I was interested in the NASA programs that are designed for schools as well as the programs that send teachers into space. Researching into this I was able to find out so much about a part of history that I knew little about, it also gave me an opportunity to hear stories from people I know who remember watching the explosion. Learning about how this was watched by basically every student in the US at the time led me into questioning how that event affects them and society even today. (A few clips from this paper are at the end).

In my Art Appreciation class, I was able to dive deeper into the stories and motivations behind pieces of artwork individually but also movements overall. Learning about the reason’s art changed and different styles has allowed me to understand more clearly the statements that many artists are making. Having discussions about our thoughts on a piece and learning about certain artists or styles and mediums of art was an enriching and enlightening experience. This class was focused on looking at different perspectives and engaging our creative and curious natures to try to understand the world around us. I got to research into an artist of my choice and deeply analyze his art and his background. I got to work on an art project that was inspired by him, Martin Johnson Heade, and take whatever piece from his work and combine it with my styles or interests. (Two of my slides about the artist are at the end).

Introduction to theatre was a similar experience to art appreciation but in looking at performing arts rather than the visual arts. I got the chance to read and discuss plays with those who had very different life experiences than I therefore creating a diverse and dynamic conversation. I was able to write a short play and write a story in a manner that would be able to be presented. This was a very exciting experience that was a little bit of a challenge.

This program has been full of challenges that have given me opportunities to grow not only academically or professionally but also personally. I have been able to make so many connections and to learn about so many varied topics.

Section 2: How did this program prepare you for a university (or for a workplace, if you aren't transferring at this point)? What hard or soft skills will you take with you?

This program gave me more experience with critical thinking. This program also allowed me to have conversations about hard or complicated topics with those who may have differing viewpoints than I do. Having stimulated and thought-provoking conversations has allowed me to grow academically as well as personally. Learning to decipher and analyze things has enabled me to better comprehend the world around me and to process enough to be able to converse with others in a manner where we can exchange ideas and build upon each other's thoughts.

This program helped me to develop skills that I will carry into not only a university but also into my career field. Going into Elementary Education, skills such as adaptability and the ability to problem solve will enable me to be a good teacher. This program has given me opportunities to develop and strengthen tools to put my work ethic and creativity to use. Working with others who have a passion for learning has given me a chance to work on giving and receiving constructive criticism. Having a safe place in a classroom environment has been a key component for me throughout my time at NWACC. The experiences in and out of the classroom have helped me to work on my time-management. Procrastination is a very stubborn habit that is hard to break; the dedication that I wanted to give this program has made me work on trying out different techniques to allow myself to give all assignments my best which a lot of times requires time.

This program aided me during my past two years to improve my work ethic. This has been developed through other principles that I have gained more experience with during my time in the program such as responsibility, discipline, commitment and self-motivation. The atmosphere and drive of this program has given me a better sense of initiative for myself as well as better team work and communication skills. The development of my soft skills went hand in hand with the betterment of the hard skills. The research skills that I gained alongside all the content of the classes will help me be a better-rounded individual as I go into new places.

Section 3: What is one experience you had while a member that you'd like to share?

While being in this program I was able to connect with so many different people. One of my favorite experiences was the museum field trips we took in my art appreciation class. Getting to go to Crystal Bridges and 21C with other honors students was such a fun and enriching experience. Not only getting to enjoy the art but also being able to discuss the pieces at a deeper level than most people do. The level of appreciation I have for some pieces of art work grew because of the view points of my peers. Getting to hear how they see a piece or how they connect with the art or the artist gave me a deeper understanding of the art as well as my fellow classmates. Art brings people together in a way that nothing else can; I gained a connection to the people who shared their points of view and stories in a way that I never thought possible. These people who had been strangers before this class, had now also become a part of my story because we were able to share in the experience of so many different artists work and their stories through their work.

Section 4: Considering all you have written for the above, what advice do you have for new members? This answer should be "short and sweet."

My advice to you is to never overlook any opportunity that is presented to you. We can always learn something new and there are no mistakes without value. Just remember that even when you feel like there seems like there is no end in sight to the semester or the stress that comes with it, you are fighting for your dream and you are stronger than you know. I believe in you!

From my Ageism project: <https://forms.gle/5L4iiBvAbd587i359>



COMMON PHRASES

- A whopping 96% of people put that they had heard (or something similar to) “young people spend too much time on their phones” used in conversation.
- 79.8% had heard “When I was your age I worked my way through college”
- 82.3% had heard “Young people are lazy”
- 77.4% had heard that “millennials are ruining” something
- 74.2% had heard that “young people need to stop whining and get a job”

All these creating the stereotype that young people are lazy and irresponsible and have no motivation.

COMMON PHRASES

- 89.6% had heard “old people don’t understand technology”
- 82.4% had heard “you can’t teach an old dog new tricks”
- 75.2% had heard “He/She is too old to be doing (fill in some form of physical activity)”
- 68.8% had heard “You should have figured out your life by now”

All of these helping to create the idea that old people are supposed to have lived their life, and now are “too old” and don’t understand new things

WHAT DOES "OLDER" MEAN OR IMPLY

physical or mental ability	17
experienced	16
age	12
feeling or attitude	11
wise	11
age in relation	10
mature	6
closed minded	5
slow	5
incapable	4
over 60	4
over 80	3
stagnant	3
retirement	3
looks	3
over 70	2
other	2
over 50	2
ability to support self	1
lose interest	1
over 65	1
over 75(2)	1
over the hill	1
over 40	1
inferior(13)	1
over 89	1

Answers that dealt with:

Experienced= 14%

Physical or mental ability= 15%

About age= 33.9%

Feeling/Attitude/State of mind= 9.8%

Wise= 9.8%

Closed Minded= 4.5%

Slow= 4.5%

Incapable= 3.6%

WHAT DOES "YOUNG" MEAN OR IMPLY

younger than 20	2
younger than 25	5
younger than 30	3
Younger than 40	5
younger than college age	2
Physical or mental ability	3
Youthful	10
immature(13)	7
inexperienced(2)	18
younger in relation	10
immature(13)	1
energy	2
age	7
children	1
younger than 21	1
actions	1
age	1
innocent	1
looks	1
varies	1
adventurous	1
other	2
feeling/attitude	16

Answers that dealt with:

About age= 30.97%

Immature/maturity level= 17.7%

Inexperienced= 16.8%

Feeling/attitude/state of mind= 14%

Youthful= 8.8%

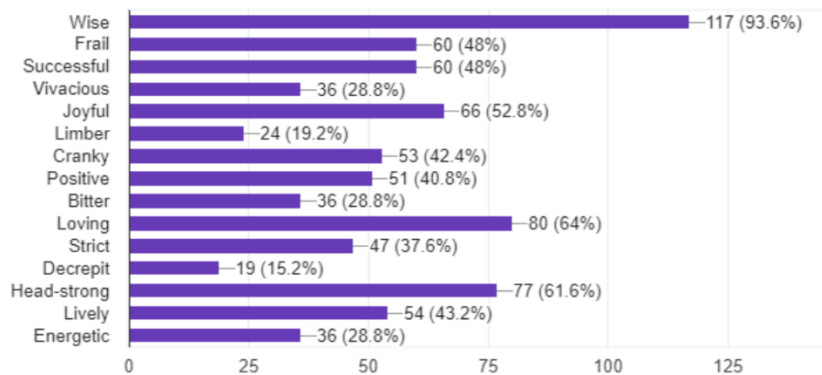
Physical or mental ability= 2.7%

OLDER PEOPLE- STEREOTYPES

The stereotype idea of the “wise” and “loving” old people who are either “cranky” or “joyful” and who we like to think of as “frail” and “head-strong”

Older people are (select all that apply)

125 responses

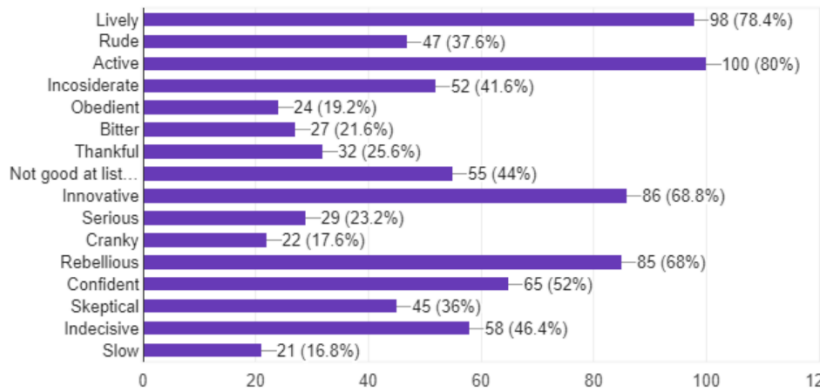


YOUNGER PEOPLE- STEREOTYPES

The stereotype that young people are “lively”, “active”, “innovative” but that they are “rebellious” and “indecisive”

Young people are (select all that apply)

125 responses



Through this research that I have conducted I have realized that there are stereotypes not just towards my generation, but towards all age groups. I set out to find out more about this phenomenon and if the language we use is creating age discrimination. With the research that I have done, it is obvious that age discrimination of “young” and “old” is not only about the age number but about the characteristics such as maturity level, wisdom, and physical or mental ability. I hadn’t realized that, so many people viewed young and old as a feeling or an attitude.

All of this information provides more insight to ageism and how we create it through our language, but it left me wondering about what our perceptions are about the middle years. What are the stereotypes against the “middle-aged” and how do we create the ideas about them through our language? Also, now with more insight, the question arises of how do we change the discrimination or all the bad perceptions? Overall, the main question set at the beginning was answered. The language we use is creating an age based discrimination, through certain words and phrases we use to talk about and communicate with old and young people. However, knowing about the discrimination is only the first step, now that it is acknowledged it can be changed.

From my research into Martin Johnson Heade and his art:

Landscapes, Salt Marsh Scenes, and Seascapes



The Great Florida Marsh
Sunny Day On The Marsh (Newburyport
Meadows)
Sunset Over the Marsh



Dawn
Thunder Storm On Narragansett Bay
Becalmed Long Island Sound

Style

- Once considered a Hudson River School Painter (Metropolitan Museum of Art in 1987)
However only 40% landscapes and of those only 25% of them were in the traditional Hudson River School subject matter
- 60%: Still lifes, paintings of birds, and portraits
- He focused on mood and the effects of light.

From my Survey of The Universe Research Paper and Presentation:

The launch was delayed many times, it was originally scheduled for January 22, 1986 but kept being moved until the January 28 because of issues with mechanics or the weather. Even on the 28th, the launch was moved back two hours because of a piece that monitors the fire detection system failing during liquid hydrogen tanking procedures (Dunbar, 2017). The night before the launch the temperature dropped, it was a very cold day for a launch. Many people thought that the launch was not going to happen, so much so that Carl McNair, brother of astronaut Ronald McNair, and his wife left and went back home to Atlanta (Lazarus Dean, 2016).

The weather did not stop the launch, and they prepared, and the launch began. The world was watching, families on top of the Launch Control Center and people all over the country on the televisions. Classrooms full of kids, students and teachers full of excitement just like Susan Capano's class full of sixty or so students and about eight teachers at Concord High School (Lazarus Dean, 2016).

The launch did not last long however, the launch only lasted seventy-three seconds before the explosion happened. Brian Dunbar (2017) describes the launch and how the problem began right after the liftoff, only .678 seconds after was there a puff of smoke that came from the aft field joint on the right solid rocket booster. With technology we have been able to analyze the film and see that the point where the smoke initiated faces the external tank and therefore that directs to that the joint did not have complete sealing action (Dunbar, 2017). There were quickly eight more smoke puffs, and the denseness and blackness of the smoke indicates that joint seal grease, insulations and rubber O-rings were being burned by the hot gases (Dunbar, 2017). The shuttle

This catastrophe was horrific because everyone was watching. This mission was a big deal, and it left a huge impact on the nation. Christa McAuliffe was great with the media, and because of that the teacher in space program became so popular and the country was full of excitement ("The Crew of the Challenger", 2004). Anyone who was in school at that time was watching, and people in their homes or anywhere with a TV had it on. This moment changed lives forever.

NASA and the Challenger Center just recently sent two former teachers into space, they completed some of McAuliffe's lessons as well as updated some of them. McAuliffe filmed six lessons before the launch to be used in educational packages for after the mission, these are now called the six lost lessons ("Christa's Lost Lessons", n.d.). During the 2017-2018 school year, two former educators, Joe Acaba and Ricky Arnold, were aboard the International Space Station for A Year of Education on Station and carried out some of McAuliffe's lessons in honor of her (Wild, 2018). Acaba and Arnold were both middle school math and science teachers and were chosen as educator-astronauts in 2004 (Dunn, 2018). According to, "Challenger Center Completes Christa McAuliffe's Planned Lessons in Collaboration with International Space Station Astronauts." (n.d.), the astronauts did lessons on chromatography, effervescence, liquids in microgravity and Newton's Law. The videos have classroom lessons for teachers to use with their students and further challenge the students in comparing things on Earth to in space. The lessons are targeted for fifth through eighth grade students but are adaptable for other ages. NASA's Office of STEM Engagement works to encourage and involve young people in STEM learning opportunities to inspire the future workforce (Brown, 2018). Using these lessons has been a great lesson in STEM education for many students around the world, and Acaba and Arnold have honored the legacy of McAuliffe by following her words of "I touch the future. I teach." (Feely, 2018).