University of Utah
College of Social Work & Division of Public Health

Honors 3700-003:
Creating Student Advocates: Contextualizing the Odyssey of New Americans

Thursdays, 3:40 to 6:40 p.m.
MHC 1206B

Instructors:	**Caren J. Frost, PhD, MPH**	**Lisa H. Gren, PhD, MSPH**
Office Phones:	**(801) 581-5287**	**(801) 587-3330**
Office Numbers:	**CSW 208**	**DFPM, main level**
Emails:	**caren.frost@socwk.utah.edu**	**lisa.gren@hsc.utah.edu**
Office Hours:	**By Appointment**	**By Appointment**

Prerequisite
None.

Catalog Description
Refugee resettlement is a current political topic in the news and everyday discussions. This topic is not well understood by most people in the general public. Faculty working with the Center for Research on Migration and Refugee Integration propose a Praxis Lab with students from the Honors College. Students interested in social justice, human rights, and gender issues, as well as those increasing their own knowledge about refugee resettlement in high income countries, will find this Lab valuable for developing a more thorough understanding about what it means to be a refugee in the current political climate, as well as what it means to be resettled outside of one's home and familiar country. The overall purpose of this 4.5 credit Praxis Lab is to create a frame for advocacy work that will last a lifetime. Students will develop an understanding of why "integration" is a key concept in working with individuals and families who are newly arriving Americans, i.e., refugees.

Teaching & Learning Methods
In this course, we will use lectures, assigned readings, group presentations, discussion responses and dialogues as teaching methods. Students will apply information from discussions and reading to develop a presentation to educate community members about what it means to be a refugee resettled in Salt Lake City.

Learning Objectives
Upon completion of this 2-semester course, students will be able to:
1. Understand the global context of refugee resettlement and its impact on the United States
2. Articulate the refugee resettlement process
3. Articulate the value and implications of the indicators of integration
4. Explore how the indicators of integration frame the refugee discussion, by employing various media
5. Understand the validation process of an assessment tool

6. Explore social connections using PhotoVoice
7. Conduct crucial conversations to present information about refugee resettlement

Required Texts
Articles provided on Canvas.

Online Guidelines
There are unique responsibilities that come with taking a course with an online component. We will be using Canvas, so please let me know if you are not familiar with this software program.

Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in online forums in a manner that enhances your experience. Equipment failures will not be an acceptable excuse for late or absent assignments.

Classroom equivalency: Online communications, including e-mail, discussion threads, and chat rooms are equivalent to the classroom and are subject to the Student Code. Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in a discussion thread.

- Off-color language is never appropriate.

- Using angry or abusive language is called "flaming," and is not acceptable.

- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points!!!! And question marks?

- Online communications, including e-mail in Canvas, are University property and subject to GRAMA regulations. Privacy regarding Canvas communications must not be assumed unless mutually agreed upon in advance.

- As with assignments, instructors are required to respond to e-mails in a "reasonable" amount of time. Use the e-mail address posted in this syllabus as the preferred means of communication. Note that content may be shared with the class when there are valid teaching/learning reasons for doing so and mutual privacy agreements for the communications have not been previously made.

Reasonable Accommodation for Persons with Disabilities
This class is firmly committed to the principles of the Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, and 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. This information is available at http://disability.utah.edu/faculty/syllabus-statement.php.

Violence and Harassment
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kind of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office Equal Opportunity and Affirmative Action, 135 Park Building, (801) 581-8365, or the Office of the Dean of Students, 270 Union Building, (801) 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, and (801) 581-7776. To report to the police, contact the Department of Public Safety, (801) 585-2677 (COPS).

Emergency Situation
In the event of an emergency, follow instructions delivered by the Campus Alert system.

Gender Pronoun and Name Preferences
Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are Monday through Friday 8:00am-5:00pm, and 8:00am-6:00pm on Tuesdays.

Veteran Center
If you are a student veteran, the University of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: Monday through Friday 8:00am-5:00pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

Learners of English as an Additional/Second Language
If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

Academic Integrity Statement
Student Code of Conduct: While scholastic dishonesty is not anticipated, students shall be subject to The University of Utah's policy on this subject. See Code of Student Rights and Responsibilities Policy at http://www.admin.utah.edu/ppmanual. Students are encouraged to

familiarize themselves with this policy and standards. Please note that academic misconduct violates professional codes of ethics.

Academic Misconduct
Academic misconduct is not permitted or tolerated. The following information is drawn from the University of Utah's Code of Student Rights and Responsibilities (http://www.regulations.utah.edu/academics/6-400.html):

"Academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

1. Cheating involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

2. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

3. Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

4. Fabrication or falsification includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results."

Official Drop/Withdrawal
The last day to drop classes is January 18, 2019; the last day to withdraw from this class is March 8, 2019. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.

Changes to Course Content and Syllabus
The instructor reserves the right to change the course syllabus and requirements as warranted. Notice will be given of any such changes. The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

Faculty Responsibilities
All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee. "Faculty…must strive in the classroom to maintain a climate conducive to thinking and learning (PPM 8-12.3, B)." "Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning (PPM 8-10, II. A)."

Wellness Statement
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc. can interfere with a student's ability to succeed and thrive. For helpful resources, contact the Center for Student Wellness at 801-581-7776 or http://wellness.utah.edu. The University Counseling Center (UCC) offers opportunities for personal development that will lead to enhanced learning and contribution to the University. The Center helps students, staff, and faculty resolve existing problems, prevent potential problems, and develop new skills that will enrich their lives. Services address personal, career, and academic learning issues. Formats include individual and group counseling, classes, and workshops. Consultation and outreach services are also available to University organizations and departments. All inquiries and discussions are treated confidentially. Please call 801-581-6826 or visit the Counseling Center to make an appointment. Please visit http://counselingcenter.utah.edu/services/index.php for specifics on the services provided.

Appointments are preferred, but walk in is available if in crisis and intake appointment is free.
    Location: 426 Student Services Building (426 SSB)
    Website: http://counselingcenter.utah.edu/
    Telephone: 801-581-6826
    Hours: Monday-Friday, 8am-5pm
    After hour's emergencies: 801-581-2291 (U Medical Center)

Content Accommodations
We will not provide content accommodations for this course. The University of Utah recognizes that students' sincerely-held core beliefs might make it difficult for students to fulfill some requirements of some courses or majors. It is the student's obligation to determine, before the last day to drop courses without penalty, when course requirements conflict with the student's sincerely-held core beliefs.

Attendance
In all undergraduate-level courses, much of the learning is experiential—occurring through classroom interaction and discussion. Given this, attendance in all classes is a requirement. *Students with two (2) or more absences in a semester-length course may not be able to pass the course*.

Electronic/Equipment Failure
It is your responsibility to maintain your computer and other equipment needed to participate in online forums in a manner that enhances your experience. Repeated equipment failures will not be an acceptable excuse for late or absent assignments. Utilize campus lab computers to make sure you adhere to deadlines if you need to do so. We strongly encourage that you do not wait until 11:58 pm to post your assignments on the due dates.

Computer Literacy
In order to help be successful in this course, you will need to have a basic knowledge of computers, including but not limited to how to navigate the Internet, attach a document to an email and send the email with the attachment, and use basic software packages (e.g., Microsoft Word, PowerPoint).

Instruction and Learning Methods
Students are responsible for their own learning and contributing to a larger learning community in the classroom, whether in an in-class setting or an online setting. Because it is expected that students in the course will have a diversity of preferred learning styles, a variety of teaching and learning methodologies are used, including: (a) Lecture, (b) Small group work both in and out of the classroom, (c) Student presentations, (d) Individual research and writing assignments, and (e) Critical evaluation of articles, textbook chapters, presentations, etc.

Course Expectations
1. Student Expectations: Students are expected to demonstrate professional behavior, which means: attending class; arriving to and leaving class at the scheduled time; informing the instructor when leaving class early (please do so minimally); turning cell phones to silent, vibrate, or off; not texting, emailing, tweeting, etc. in class; coming to class alone and without children, family, and friends who are not registered in the course; returning to class on-time after breaks; coming prepared to participate in class discussion; asking questions and/or giving feedback; limiting the use of laptop computers (with the exception of taking class notes) and other electronic devices; engaging in courteous communication with instructors and peers inside and outside of the classroom; and showing respect for others' opinions. If your use of electronic devices is distracting to anyone in the classroom, including the instructor, you will be asked to turn off the device and/or leave the classroom. When communicating with instructors or peers, in person or electronically, please be aware that standards of professional behavior apply. Integral to higher education is the exchange of ideas, which may include new, controversial and/or diverse ideas, and sometimes we will not agree with the ideas we encounter in readings, discussions, or class presentations. However, under all circumstances, we will treat others with respect and act professionally.

2.   Instructor Expectations: Instructors are expected to demonstrate professional behavior, which means: attending class; arriving to and leaving class at the scheduled time; informing students of changes to the course syllabus; informing students of changes to the class schedule; providing students with classroom time to work on course assignments; providing clear expectations on course assignments; providing clear and concise feedback on course assignments; returning assignments to students in a timely manner; and replying promptly to e-mail. Integral to higher education is the exchange of ideas, which may include new, controversial and/or diverse ideas, and sometimes we will not agree with the ideas we encounter in readings, discussions, or class presentations. However, under all circumstances, we will treat others with respect and act professionally.

3.   Course Assignments: All written assignments are due on the date and time specified on Canvas. All written assignments are to be submitted electronically via Canvas. All written assignments that are submitted late will receive a one (1) point deduction for every day it is late (including weekends). All written assignments will be checked using anti-plagiarism software. The instructor reserves the right to grant an extension on course assignments. If the student anticipates that an extension is necessary (i.e., medical, personal, and/or familial), the student is strongly expected and encouraged to communicate with the instructor sooner rather than later. No extension requests will be approved on assignments that are due within the next 48 hours.

4.   Incompletes: In accordance with University of Utah policies and procedures, Incomplete Grades are strongly discouraged. The University of Utah requires that a student has completed a minimum of 80% of the required course work, with a passing grade, before the instructor may grant an Incomplete. Please speak with the instructor before assuming an Incomplete will be granted.

5.   Safety: As part of professional education, students will have assignments that involve working in non-University settings and engaging with the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the appropriate authority regarding any safety concerns.

6.   Confidentiality: Personal disclosure is not an expectation or requirement of this course. However, it may be appropriate for students to share information during class as it relates to learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.

7.   E-mail Correspondence: It is preferable that e-mail correspondence to the instructor come from an UMail account (ending in @ utah.edu). E-mail from non-UMail accounts may go to the instructor's junk mail folder, which will not be reviewed. Senders must also validate that all submitted documents are in readable format (i.e., Microsoft Word). If the instructor receives corrupted documents, the instructor will inform the sender and the sender will be responsible for submitting a readable document. The use of e-mail

correspondence has created expectations that the receiver of an e-mail receives and reads every e-mail within seconds of its activation by the sender. Unfortunately, these expectations are unreasonable for most people. The instructor will respond to e-mail correspondence in a timely manner and expects that students will respond in a similar fashion. "Timely" means within 48 hours. If you do not receive a response within this time frame, please re-send your e-mail and/or contact the instructor by phone.

8.   At the end of the semester, students will have the opportunity to evaluate the course and the instructor using the official University of Utah course and instructor evaluation.

Grading
The University of Utah adheres to the following grading policy, which will be applied in this course:

A = 100-95%	B = 86-83%	C = 76-74%	D = 66-64%
A- = 94-90%	B- = 82-80%	C- = 73-70%	D- = 63-60%
B+ = 89-87%	C+ = 79-77%	D+ = 69-67%	E = <60%

Grading in this course is based on activities and assignments described in the assignments document. Since all graded assignments are related directly to course objectives, failure to complete any assignment will result in an unsatisfactory course grade. All written assignments are to be completed using APA reference format. All written assignments must be typed, double-spaced, with careful proofreading. Grammar, punctuation, syntax, and spelling will be taken into account in grading. Assignments must be formatted as .doc/.docx or .pdf. **Late assignments are subject to point deductions unless prior arrangement has been made with the instructor. C**lass participation is very important in a class of this nature. You can earn full points by practicing ALL of the elements below:

- Regular, on time attendance;
- Attentive non-verbal behavior;
- Raising questions and providing comments that reflect familiarity with assigned readings and the ability to relate them to classroom content and experience;
- Participating in dialogue with the instructor and other students; and
- Participating in in-class exercises and learning activities.

Schedule for Class Weekly Activities
Spring 2019
Honors Praxis Lab

Date	Topic/Activity	Readings	Assignments
1/10/19	Check in & structure semester activities Discuss locations for hosting project Cara Means presents her art Review OpEd pieces	Day, J. (2014). 'Thinking makes it so': Reflections on the ethics of displaying Egyptian mummies. *Papers on Anthropology 23(1)*, 29-44. Lincoln, M. (2013). A cultural heritage exhibit with 21st-centruy technology. *School Library Monthly 29(7)*, 14-16.	**Identify list of potential locations for project** Check on OpEd Discuss OpEd submissions Report back on the MIRI validation
1/17/19	Visit Story Center at Marriott Library Work with Librarian Dale Larsen on how to conduct a literature search Watch LG & CF "story" Discuss documentary filming Explore how to write a literature summary	Betancourt, T. S., Frounfelker, R., Mishra, T., Hussein, A., & Falzarano, R. (2015). Addressing Health Disparities in the Mental Health of Refugee Children and Adolescents Through Community-Based Participatory Research: A Study in 2 Communities. *American Journal of Public Health 105*, S475–S482. Kimball, M., & Smell, A. (2017). "I Saw Many Things and It Reminded Me of Home": Place Building with Refugees through Living History Museum Tours. *Applied Anthropologist 37*(1), 18–24. Luchs, M., & Miller, E. (2016). Not so far away: a collaborative model of engaging refugee youth in the outreach of their digital stories. *Area 48(4)*, 442–448. Njeru, J. W., Patten, C. A., Hanza, M. M. K., Brockman,	Develop list of who and how many people will be needed for interviews/videos Develop consent for videoing form

		T. A., Ridgeway, J. L., Weis, J. A., … Myers, A. (2015). Stories for change: development of a diabetes digital storytelling intervention for refugees and immigrants to Minnesota using qualitative methods. *BMC Public Health*, *15*(1), 1–11.	
1/24/19	Explore research/mixing room methods and ethics Discuss methods, lesson plans, and budgeting for project Decide on how many groups will be working on the class projects	<u>Case Studies in Biomedical Research Ethics (2004)</u> 2.16 – Community Consent 5.6 – Contracts with Research Subject (in community engaged research, the community has the right to approve publication) 5.18 – When the Subject is Afraid of the Researcher (school-based research, children, parent wants the child to participate more than the child does) <u>Values & Vulnerabilities: The ethics of research with refugees & asylum seekers (2013)</u> Ch 6 – The role of respect in research interactions with refugee children and young people Ch 7 – Ethical approaches in research with refugees and asylum seekers using participatory action research Ho, B. (1995). Using lesson plans as a means of reflection. *ELT Journal* 4911(1), 66-71.	**CITI training certificate** **GCP training certificate**
1/31/19	Finalize activities for project Discuss draft lesson plan	Lukáč, M. (2015). Alternative Sources of Financing of Attractive Touristic Sites. International Multidisciplinary Scientific Conference on Social Sciences	**Draft lesson plan (due 1/28/19)** **Draft abstract for article**

	Discuss sustainability	& Arts SGEM, 25–32.	
2/7/19 (in groups)	Work on project		**Literature review**
2/14/19	Check in meeting		**Draft of story board #1**
2/21/19 (in groups)	Work on project		**Reflection #1**
2/28/19	Check in meeting		**Draft of story board #2 & Draft of lesson plan #2 (Due on 2/25/19)**
3/7/19 (in groups)	Work on project		
3/14/19 (no class)	Spring Break		
3/21/19	Discuss how to develop presentation of project Provide presentation structure for class to use		
3/28/19	Draft presentation		**Draft presentation**
4/4/19	Finalize presentation Discuss how to write an article Divide article sections by individuals/groups		
4/11/19	Practice presentation		**Reflection #2**
Tuesday 4/16/18	Praxis Summit: Present Project		
4/18/19	Debrief Work on manuscript draft	Guidelines for Literature Reviews http://www.duluth.umn.edu	**Draft article sections**

		/~hrallis/guides/researching/litreview.html https://www.projectwriters.ng/guidelines-for-writing-a-literature-review/	
	Review article and presentation materials for exhibit First draft of article due Determine who can work on articles over the summer		
4/25/19	Summary of Exhibit Eat food & celebrate		**Reflection #3** **Final of exhibit**

This semester we will be designing and developing an exhibit like the Mixing Room from New Zealand. In fall 2018, we decided to work with college youth ages 18 to 24 for this project and to have them describe their journeys of resettlement in the U.S. We will add to this narrative and finalize it over the course of the semester. The overall project for the Honors Summit in April will be to show pieces of the exhibit and emphasize the story about refugees that it tells. We would like to write an article about the process and impact of this work--part of this would entail some continued work over the summer months to complete the article. We will discuss with the class who would like to continue this work for summer 2019.

There are 100 points total for the assignments for this semester. See breakdown on each assignment below.

- **List of Locations for Housing Project   (Due January 10, 2019)   3 points**

Based on the assignment from the winter break, we will develop a listing of potential locations for housing the "Mixing Room" project.

- **CITI & GCP Trainings/Certificates (Due January 24, 2019)   5 each → 10 points**
All researchers must complete ethics training. For this assignment, you will need to complete the CITI training available on the U of Utah's Institutional Review Board (IRB) website. In addition, the U of Utah requires the Good Clinical Practices training, which is available on the U of Utah's IRB website as well. We will work with you to locate these trainings.

    o Go to the IRB website (http://irb.utah.edu/)
    o On the left side of the page, click on training
    o Click on the Collaborative IRB Training Initiative (#1 on the screen)
    o Register for an account
    o Select the social/behavioral science option
    o Get started (you may start and stop as you need to)
    o Post your certificate of completion on Canvas

- **Article Abstract   (Due January 31, 2019)   5 points**

Boundary Spanning and Reconstitution: Migration, Community and Belonging
Editor: Anya Ahmed/Call for Papers:
www.cogitatiopress.com/socialinclusion/pages/view/nextissues#Boundaries

The deadline for abstracts is 28 February 2019.

We recommend using the class project of developing the Mixing Room for this abstract. The abstract is about 250 words maximum due February 28, 2019. If the abstract is accepted, the full article is due June 2019.

- **Literature Review**   **(Due February 7, 2019)**   **10 points**

Your groups will work with a librarian at the Marriott Library to complete a literature search. The items from this literature search will be drafted for a literature summary that will become part of the article as well as part of the lesson plan, draft story boards, and Honors Summit presentation. The literature summary will be approximately 4 double-spaced pages using APA referencing style plus additional pages for references. The search will be based on the 10 indicators of integration and link to the "Mixing Room" project for Spring 2019.

- **Exhibit Components**   **(Various Due Dates)**   **Various Points**

For this large assignment, we will have various components due. The first set up components are about developing the "story board" for the exhibit. The second set of components are about designing lesson plans that will enable participants to see how we are developing the exhibit and what their role is in that portion.

1. **Draft Lesson Plan**   **(Due January 28, 2019)**   **5 points**

Based on the article about lesson plan development, your group will develop at least two lesson plans for work with your participants. This lesson plan will be a set of descriptions and questions about what the participants will be doing that will be used to create the exhibit. How will participants know what their information will be used for? How will they participate in the process? How will they tell their story? Post these documents on Canvas on Monday, January 28, 2019 and we will discuss them in class on Thursday, January 31, 2019.

2. **Draft Story Board #1 (Draft Ideas)**   **(Due February 14, 2019)**   **10 points**

In order to design the exhibit and what it will "look" like, we will draft a story board. We will have an individual who is in film present to us what a story board will look like. We will probably use PowerPoint for the draft. Your group will develop at least 10 slides that outline what you think the story will be and how you will present the final information. For the story board, here are the questions to consider:

- What is the story we are trying to tell?
- Who will be the audience for the story?
- Where will we present the story?
- Who will participate in the story development from the refugee communities in Salt Lake City?
- How will we contact these individuals and invite them to participate?
- How will we make the project sustainable?

3. **Finalized Lesson Plan**   **(Due February 25, 2019)**   **5 points**

For this assignment, your group will turn in the finalized lesson plans by Monday, February 25, 2019. We will review these in class on Thursday, February 28, 2019.

4. **Draft Story Board #2 (Finalized Ideas)**   **(Due February 25, 2019)**   **10 points**

This story board will be the finalized version and will describe what will/is actually taking place for this project. We will concretely address the questions above using the story board frame, and will ensure that we are clear about why the story matters to our communities, how the information links to the 10 indicators of integration, and how the project/story will be sustainable. This assignment is due Monday, February 25, 2019 so we can discuss it in class on Thursday, February 28, 2019.

5. **Reflections**   **(Due February 21, April 11, and April 25, 2019)**   **3 each → 9 points**

For these reflections, you will write a one-page single-spaced paper to answer the questions posed below and post it on Canvas.

- o Reflection #1: How is the process going? Have you identified participants? How do the process/activities link to the lesson plan?
- o Reflection #2: How is the process going? How does it link to the story board? What should we do to make the project successful?
- o Reflection #3: What did you learn? How will you use the information in the future?

- **Draft Presentation for Honors Summit**   **(Due March 28, 2019)**   **10 points**

By March 28, 2019, you will turn in a draft of the exhibit with stories from the participants. We will work in class to ensure that this is ready for the presentation in April 2019.

- **Draft Article**   **(Due April 18, 2019)**   **15 points**

Using the parameters for the journal mentioned above, we will draft the literature summary, research questions or study aims, and methods section for the article. The article will be based on the information gleaned during the development of the class project. We will provide more guidance on this as the semester moves forward.

- **Finalize Exhibit**   **(Due April 25, 2019)**   **10 points**

This final project will include the exhibit about the college student stories. We will develop further guidelines on this as we move through the semester so that we have a "complete" project to launch at a location that we identify.

- **Participation Points**   (Due Various Dates)   **7 points total**

For your participation points, we will expect you to be an active learner and attend class. If you miss more than two class sessions you may not pass the course. In addition, we will have you complete a peer review for the development of the lesson plans, the story boards, and the final exhibit. For these peer reviews, you will be asked to grade yourself and your peers on how well your worked together and the level of input people put into the projects:

1. Lesson Plan Peer Review: 3 points
2. Story Board Peer Review: 3 points
3. Final Exhibit: 2 points