

## HONOR 2211-001 Writing with Honors | 3 Credits | Fulfills “WR2” Gen Ed Requirement

**Instructor:** Dominic Walker-Pecoraro  
**Classroom:** Kahlert Village 1324 (Fireside Chat)  
**Modality:** In-Person  
**Class Time:** MoWe 9:10-10:30 a.m.

**Office Location:** Kahlert Village 1325  
**Office Hours:** MoWe 10:30-11:30 a.m. or by appt  
**Email:** D.Walker-Pecoraro@Honors.Utah.Edu  
 \*Please contact me if you'd like to meet via MS Teams

### CANVAS:

This course utilizes Canvas online services. You may communicate with me via Canvas or Umail. You must have reliable internet connection and log in to our Canvas course regularly to do well in this course.

### COURSE DESCRIPTION:

Students will survey different genres including narrative writing, strategic writing, media writing, research-based writing, and project-based writing. This course takes a rhetorical approach in understanding the many facets of composition. We will explore various situations and contexts that influence writing across communities.

### APPROACH:

To the extent that I am able, I will create a learning environment in which students get to know one another and interact with classmates and the material. This is an in-person course, so the majority of course material and content will be delivered and assessed in person. Please note, that this course is not “at your own pace.” If you find that you are falling behind in the course, please contact me as soon as possible so we can discuss whether continuing the course is the best choice for you.

### TEXTBOOK/REQUIRED READINGS/AUDIO/VISUAL:

Various podcasts, audio/visual materials, and other written documents will also be assigned/required to supplement what we are covering. These materials will be provided to you via Canvas at no cost.

### COURSE OBJECTIVES:

This course is designed to go beyond the mechanics of good writing. You will be asked to write for particular contexts and audiences in particular genres of writing. You will analyze your positionality as a writer and how it influences your composition. This course focus on rhetorical analysis, written communication skills, and the individual and collective effects of writing and composition.

By the end of this course, you should be able to:

- \* Create evocative narratives
- \* Write clearly and concisely for a variety of strategic communication situations
- \* Analyze the rhetorical underpinnings of composition
- \* Balance the mechanics of Standard Written English with the requirements of certain writing genres
- \* Conduct library and database research to gather breadth and depth of knowledge on a topic
- \* Evaluate how composition can affect self and community identity (and vice versa)
- \* Construct a proposal utilizing project-based writing
- \* Understand the rules of multiple professional and academic style guides

## Course Policies

### Class Attendance & Make-Up Work:

Because class attendance and course grade are demonstrably and positively related, the University expects students to actively contribute and participate in courses in which they are enrolled. Your in-person attendance and participation are important to advancing the growth of the culture of the class as well as your own personal communication and composition skills. This course is based on an understanding that your knowledge and ability in communicating with others, especially via composition, will naturally grow by actively engaging in activities, workshops, discussions, and exercises. Consequently, course attendance, engagement, and participation affect one's course grade. Grades are structured to give you credit for attending and participating

in various types of classroom activities. Engagement is a part of your final grade for this course. Please see the point-scheme for the course below, as well as the course's policy on schedule accommodations.

If you miss assignments due to an extraordinary circumstance or emergency, please contact me ASAP to arrange making up assignments. I will only consider allowing make-up assignments in a documented extraordinary circumstance.

### **Work Submitted to Canvas:**

Please note that work should be submitted to Canvas by the deadline announced on Canvas and/or listed in the syllabus. Work submitted to Canvas must be submitted before the deadline in a Word doc(x) or pdf format unless otherwise announced or noted. Do not submit Google doc links, notes, or pages documents. If an assignment is not submitted by the deadline in the appropriate format, it is subject to late work penalties up to you forfeiting any and all credit for the assignment. Assignments **should** be formatted in the listed style guide. We will use multiple style guides from MLA to Chicago to AP to APA in this course. **Once an assignment is graded in Canvas, you may not resubmit the assignment. The originally assigned grade will stand.**

### **Late Work & Extensions:**

I do **not** accept late work (see next paragraph for caveats). Adhering to deadlines through proper time management is an important skill that is positively correlated with professional and academic success. Assignments are to be submitted via Canvas by 11:59pm (unless otherwise specified) on the assigned due date. Assignments submitted after the due date and time will not be accepted or graded.

I understand that life events occur throughout the semester, so I will allow **two** penalty-free 24-hour extension on any major assignment. You do not need to let me know *why* you are using an extension, but you need to tell me (via email) **before** the deadline for the assignment that you are using the extension. Otherwise, your assignment will still be marked late. These extensions do not apply to any extra credit assignments. You can use an extension for any assignment in a portfolio, but **not** the whole portfolio submission.

### **Extra Credit:**

I will infrequently provide the opportunity for extra credit throughout the course. You should take advantage of any and all extra credit opportunities made available. I do not and will not make individual forms of extra credit available.

### **Grade Question and Concerns:**

If you have any questions about posted grades, you are able to discuss them with me between 24 hours and 10 days of the time that the grade is post-dated in Canvas. I will discuss grades with you during office hours or by appointment, so I will not answer questions via email or in the classroom. Grades will not be changed after 10 days unless there is a system or clerical error.

### **Course Policy on Academic Integrity/(Dis)Honesty:**

Given the nature of a writing course, it's particularly important for students to understand what constitutes **plagiarism**. Plagiarism is the intentional or unintentional representation of another person's ideas or words as your own. It is plagiarism to:

- Turn in any portion of someone else's work as your own
- Use any portion of a "file" from a previous assignment and submit it as your original work
- Take passages from someone's work (published or unpublished) and include it in an assignment without citing the original author and using quotation marks
- Copy (word-for-word, or with some words changed or rearranged) another person's work without using quotation marks and appropriate citation
- Knowingly allow another student to use your work as their own
- Work with another media writing student to essentially create one assignment, with each student submitting a version of it in his/her own class
- Use **your own work** (**self-plagiarism**) from a different class (i.e. a paper you wrote for an IT course), a different section, or different assignment and submit it as original work for this section of HONOR 2211.

- Use all or part of other work you have previously written. Consult your instructor if you have questions about how to properly approach a topic/assignment for this course that you've done before.

This list is not an exhaustive, but it hopefully gives you some concrete examples of what plagiarism means. All students are required to upload their major written assignments (including outlines and papers) electronically to Canvas, where it will be run through text matching software. Failure to do so may result in a substantially reduced grade on the assignment or failure for the course. All material submitted for evaluation must be the original work of the student and be produced in the current semester. It is a form of academic misconduct to submit all or part of any assignment written for another course, a previous semester of HONOR 2211, or competition for a grade in HONOR 2211 without your instructor's knowledge and permission, which includes all work produced as a high school student or used in high school competition.

If you are in doubt about whether an activity violates the academic integrity policy, it is your responsibility to ask your instructor ahead of time.

### **Netiquette Requirements:**

You should adhere to the following e-mail guidelines. **You must email me from your university Umail or Canvas account. I cannot discuss the course and your grades with external emails addresses (Gmail, Yahoo, etc.).** If your e-mail does not adhere to these guidelines, I will send a reply asking you to review the guidelines and will not provide a respond to your question or concern until the guidelines are followed.

- The e-mail subject line should include HONOR 2211-001 and refer to what you will be discussing.
- The e-mail must include a salutation. "Dominic" is an appropriate salutation for this class.
- You will need to use correct grammar/spelling/capitalization in your e-mails.
- All e-mails need to be signed

I will reply to emails sent Monday-Thursday in 24 hours, and within 48 hours for emails sent Friday-Sunday.

### **Teaching & Learning Philosophy:**

I believe that everyone comes to a class with their own personal experiences and opinions – no one is a blank slate. That being said, I encourage you to tap into your own experiences to stimulate and inspire your composition and participation in the course. Please be mindful of other individuals' identities and beliefs. Communication that harmfully threatens another physically, socially, mentally or emotionally will not be tolerated. I value open communication, and I will clearly state my expectations while discussing guidelines for assignments and class engagement. I practice this philosophy not to be rigid or make the course seem difficult. Rather, I want you to know the expectations in order for you to succeed and achieve in the course.

### **Honors College COVID-19 Campus Guidelines**

You can remain current with the University's policies on COVID-19 here: <https://coronavirus.utah.edu/> As of January 1, there are no requirements for masks and face coverings on UU campus. However, I would like us each to consider how we can best protect ourselves, our colleagues, and our broader community from COVID-19.

**Vaccinations:** COVID vaccination (with a booster) is the single most powerful way that you can protect yourself, your friends/families and to keep the virus from mutating. [Free vaccinations](#) are available on campus for both initial vaccination and booster shots.

**Masking:** CDC guidelines recommend masking in indoor public spaces (regardless of vaccination status) because breakthrough infections are very common, especially with the Omicron variant. **Given this guidance, the Honors College requests that all faculty and students wear masks while indoor in classrooms until further change in COVID infection rates.** In setting our own community standards, the Honors College will continue to monitor epidemiological data on [COVID cases from the Utah Department of Health](#) and [CDC's guidance for COVID-19](#).

**Testing:** The U has free PCR asymptomatic testing available to all students, faculty and staff. Results are typically returned within 24 hours. You can test once per week by appointment. You can [register here](#) for a testing appointment at the Union or Officers club. Registration for the coming week usually opens on Sunday afternoons.

## **COURSE ASSIGNMENTS**

### **Narrative Portfolio:**

- (1) Perspective Podcast (300-500 words w/ audio recording): Introducing, reflecting, and concluding on a personal event to show your perspective. \*Formatted in MLA Style | 50pts
- (2) Autoethnography (1,000-1,500 words): Review of an event or change of events that impacted your positionality in society. The piece studies yourself in culture from a creative and narrative lens  
\*Formatted in Chicago Style | 100pts

### **Media & Strategic Writing Portfolio:**

- (1) News Story (500-800 words): Hard News or Feature Writing piece. Covers a topic of concern in your community and includes at least 3 testimonials. \*Formatted in AP Style | 75pts
- (2) Press Release (300-600 words): Corporate release to the public regarding an event specific to your chosen company. \*Formatted in AP Style | 50pts

### **Rhetoric & Research Portfolio:**

- (1) Rhetorical Analysis (800-1,200 words): A critical piece where you will summarize a specific artifact (media or text) then analyze/critique it from a rhetorical lens. \*Formatted in APA Style | 100pts
- (2) Annotated Bibliography (6 entries): Six citations of sources that relate to a topic that matters to you. Each citation will be followed by two paragraphs - one summarizes the source and one reflects on how you may use it for your project proposal. \*Formatted in APA Style | 60pts

### **Project Portfolio:**

- (1) Project Proposal (1,500-2,000 words): A synthesis and cumulative assignment for the course that asks you to write a proposal about a topic that matters to you. The proposal is a simulation of writing for an intended audience/sponsor for your project by using rhetorical appeals and your acquired research  
\*Formatted in Chicago or APA Style | 200pts
- (2) Project Deliverable (Prezi, brochure, arts-based, video, etc.): A mediated/visual piece of composition/rhetoric that helps you share your proposal with your intended audience. This deliverable should be informative and persuasive in nature. \*No style guide requirements | 65pts

### **Final Reflection:**

Firstly, you will assess course engagement. Participation in course discussion is integral and vital to the success of our class; thus, you should come prepared to each class period having read any assigned readings and take notes on lectures. Contributions to course discussion should move the conversation forward, ask probing questions, add new thoughts/standpoints, and challenge ideas. I will keep track of engagement throughout the semester, but it is your responsibility to ensure that you are positively contributing to discussion and our class culture. In this course, you may engage in discussion of different viewpoints, but all discussion should be respectful, educated, and informed. Additionally, you should complete peer edits, drafting, and workshopping for each portfolio assignment. Additional weekly Canvas coursework assignments should be completed to stay connected with the progression of the course.

Secondly, you will assess your development as a writer and reflect on your growth throughout the semester.

For the final reflection, you will also argue a grade A-D (+/-) for your own engagement throughout the semester. You will share examples of how you were prepared for class and contributed to discussion. Did you complete coursework assignments and tasks appropriately? Consider all items in the above paragraphs when completing your assertion assignment. Your write-up should be at least 1,000 words and formatted in APA style. If your argument aligns with my observations throughout the course, I will honor your assessed grade.

## GRADES

Final grades are based on a point system. Grades are rounded to the nearest tenth. For example, an 89.92% is a B+ and an 89.97% is an A-. Plus/minus grades will be assigned using the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
93-100%	90-92.9%	87-89.9%	83-86.9%	80-82.9%	77-79.9%	73-76.9%	70-72.9%	67-69.9%	63-66.9%	60-62.9%	Below 60%

### **Assignments:**

Narrative Portfolio	150 points
Media & Strategic Writing Portfolio	125 points
Rhetoric & Research Portfolio	160 points
Project Portfolio	265 points
Final Reflection	300 points

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**Total Points** **1000 points**

## University and Departmental Policies

### **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 (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). 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.

If you will require additional assistance with any course activities due to disability, please let the instructor know *as soon as possible*. You may find the Center for Disability Services online at <http://disability.utah.edu>.

### **University Safety Statement:**

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

### **Addressing Sexual Misconduct:**

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 kinds 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 of Equal Opportunity and Affirmative Action, 135 Park Building, 581-8365, or the Office of the Dean of Students, 270 Union Building, 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 581-7776. To report to the police, contact the Department of Public Safety, 585-2677(COPS).

### **Inclusivity Statement:**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Undocumented Student Support Statement:**

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801-213-3697 or visit <https://dream.utah.edu>

**Name/Pronouns:**

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, which managed can be managed at any time). While CIS refers to this as merely a preference, I will call you by the name and pronoun(s) that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center.

[https://lgbt.utah.edu/campus/faculty\\_resources.php](https://lgbt.utah.edu/campus/faculty_resources.php)

**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 at the University of Utah. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

**Veterans Center:**

If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. 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.

**English Language Learners:** 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://writingprogram.utah.edu/>), and 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.

**Drop/Withdrawal Policy:**

You can drop a course during the first ten calendar days of the semester. You may withdraw (with a "W" recorded on the student's academic record) until the midpoint of the semester, as indicated on the academic calendar. After that, withdrawal is possible only "in cases of compelling non-academic emergencies" through petition of the dean of your college. Enrolling in, dropping, and withdrawing from courses is the student's responsibility. Please see the [Student Handbook](#).

**Academic (Dis)Honesty:**

The [Student Code](#) spells out specific rights of students in the classroom. The *Student Code* also specifies proscribed conduct, including cheating on exams, collusion, and plagiarism. Students found guilty of academic dishonesty can receive an "E" for the assignment or the course, and other disciplinary action may be taken. Please see the course policy on plagiarism/academic (dis)honesty.

**Curriculum Accommodations:**

Curriculum accommodations take two forms: schedule accommodations and content accommodations.

The instructor can provide schedule accommodations for those who have a conflict that involves religious/spiritual observances, documented and University-sanctioned activities (including athletic participation demonstrated at the beginning of the semester), governmental obligations and family or medical-related emergencies. If you anticipate any scheduling conflict with this course, please speak with the instructor as soon as possible. In every case, it is the student's responsibility to arrange alternatives as soon as possible for any assignment, presentation or examination.

Content accommodations will not be provided for this course. All assignments, activities and content are selected to achieve specific pedagogical outcomes.

**Learning Environment:**

We will maintain our classroom as a productive place to learn. We are all responsible for fostering an environment open to observing, discussing and reflecting upon our own and others' communicative behaviors in order to learn. Thus, each one of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel and function as part of the class. If at any time or for any reason you feel uncomfortable with the classroom environment, please contact the instructor immediately in order to resolve/improve the situation.

<b>*Course Schedule   HONOR 2211-001   Spring 2022*</b>		
<b>Date</b>	<b>Focus</b>	<b>Access Before Class</b>
Monday, Jan. 10	Course Overview	Syllabus
Wednesday, Jan. 12	Writing & Identity	None
Monday, Jan. 17	MLK JR. DAY - NO CLASS	NO CLASS
Wednesday, Jan. 19	Narrative as Invention Invention Strategies	Narrative Paradigm PDF
Monday, Jan. 24	Showing vs. Telling Serial Discussion	Serial S3E1
Wednesday, Jan. 26	Perspective Podcast Overview & Workshop	None
Monday, Jan. 31	How to Peer Edit Perspective Podcast Peer Edit	None
Wednesday, Feb. 2	Language Use	None
Monday, Feb. 7	Doing Autoethnography	Chawla (2013) Simmons (2016)
Wednesday, Feb. 9	Chicago Style Autoethnography Overview	None
Monday, Feb. 14	Autoethnography Workshop	None
Wednesday, Feb. 16	Grammar & Copyediting Research University I	None
Monday, Feb. 21	PRESIDENTS DAY - NO CLASS	NO CLASS
Wednesday, Feb. 23	Information Literacy Autoethnography Peer Edit	None
Monday, Feb. 28	The Rhetorical Situation	None
Wednesday, March 2	Narrative Portfolio Workday	None
Monday, March 7 & Wednesday, March 9	SPRING BREAK - NO CLASS	NO CLASS



Monday, March 14	Media & Strategic Writing AP Style	M&S Writing PDF #1
Wednesday, March 16	News Writing Interviewing as Method News Story Overview	M&S PDF #2
Monday, March 21	Audience Analysis	None
Wednesday, March 23	Press Release Overview News Story and Press Release Workshop	None
Monday, March 28	Press Release and News Story Peer Review	None
Wednesday, March 30	Rhetorical Appeals Rhetorical Canons	None
Monday, April 4	Research Methodologies and Paradigms Research University II Project Portfolio Topic Selection	None
Wednesday, April 6	Rhetorical Analysis Overview Annotated Bibliography Overview Rhetoric and Research Workshop	None
Monday, April 11	Communication as Dialogue vs. Dissemination, Transmission vs. Ritual	Carey (1989)
Wednesday, April 13	Rhetorical Analysis Peer Review Annotated Bibliography Peer Review	None
Monday, April 18	Project Portfolio Overview Project Portfolio Workshop	None
Wednesday, April 20	Project Portfolio Workshop	None
Monday, April 25	Project Portfolio Workshop	None
Wednesday, April 27	Project Portfolio Workshop	None
Monday, May 2 at 8 a.m.	Project Deliverable Presentations	None

<b>*Major Assessment Schedule   HONOR 2211-001   Spring 2022*</b>	
<b>Major Assessment</b>	<b>Due Date</b>
Narrative Portfolio	Wednesday, March 2 at 11:59 p.m.
Media & Strategic Writing Portfolio	Monday, April 4 at 11:59 p.m.
Rhetoric & Research Portfolio	Wednesday, April 20 at 11:59 p.m.
Project Portfolio	Monday, May 2 at 11:59 p.m.
Final Reflection	Wednesday, May 4 at 11:59 p.m.