

HONORS 3200 | THESIS WORKSHOP

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Office: MHC 1004 - Office Hours: Thurs 10:30am to 12pm and by appointment

Course Description

In this upper-level writing course, we will work through a series of activities designed to generate, revise, and refine the main components of your honors thesis. Because we will all be bringing in projects and ideas from diverse disciplines, a mainstay of this course will be learning how to communicate specialized ideas and novel research in your discipline to a broad audience.

Our work together will largely be driven by your own research interests, so this class is most useful when you feel prepared to identify, define, and sharpen those interests through a series of independent and collaborative exercises. You will also gain the invaluable professional experience of adapting your research to a variety of presentational styles and forms.

What motivates me as a teacher is finding ways to place your curiosities and interests at the center of what we do. Throughout our time together, I will strive to create spaces and ways for you to be creative, personal, and honest in your writing as well as our conversations. In turn, I ask everyone to come to class ready to build the kinds of respectful, compassionate relationships that will make us a productive classroom community.

Click here to jump ahead to the [Weekly Syllabus](#).

Required Texts

They Say, I Say, Birkenstein and Graff (Norton, 5th Edition)

Learning Goals

This course addresses the following Essential Learning Outcomes: *Inquiry and Analysis*, *Written Communication*, and *Community Building*.

Inquiry and Analysis: As a student writer, you will explore a broad range of interconnecting issues and concepts while deeply engaging a single topic of your choosing. You'll explore many forms of writing and communication, understanding that as access and exposure to information becomes more and more complex, our methods of discernment and evaluation must become more acute and thorough.

Written Communication: You will build a significant body of rhetorical content concerning a project of your choice resulting in a final project which will broach topics regarding a possible Honors Thesis. We will focus on personal narrative, narrative and rhetorical strategies, cultural competency, as well as the assessment and incorporation of scholarly research. Along these lines, student writers will explore writing as a creative, analytical, and imaginative process.

Community Building: The success of our course depends on the classroom community that we build together. This includes not only listening actively and respectfully to your peers in conversation but also responding with care, detail, and compassion to their written work. Writing is above all a collaborative process and, like academic research, is most effective when it is in conversation with others, past and present.

Grades and Grading Scale

The majority of your grade will come from the writing assignments that will serve as the building blocks for your larger thesis project. These include a series of research annotations, a “research as conversation” paper, a critical self narrative, and a series of small workshop projects and exercises. Every student will be expected to submit a final project that organizes aspects of each of these smaller projects into a coherent and persuasive whole that offers a novel contribution to thinking in your field. This final project may or may not constitute your thesis for the honors degree. Because this class will be run like a workshop, regular participation in our peer groups, presentations, and discussions will be crucial towards your participation grade, which will count towards 20% of your final grade. Consistent tardiness or absence will negatively affect your overall grade.

The overall grading scale is as follows:

94-100 A (95)	90-93 A- (91)	87-89 B+ (88)	83-86 B (85)	80-82 B- (81)
77-79 C+ (78)	73-76 C (75)	70-72 C- (71)	67-69 D+ (68)	63-66 D (65)
60-62 D- (61)	00-59 F (55)			

Notes on Content and Accommodation Policy

Our course materials and class discussions will sometimes focus on difficult subjects, such as racism, sexism, homophobia, and other forms of oppression. It is sometimes the case that the work we read represents views or uses language that is offensive. We will strive to use these moments as opportunities for critical reflection and thinking. In such moments, it is important to respect the range of emotions we might feel in response: anger, fear, discomfort, anxiety, confusion, sadness, shame. We do not use the N word in academic conversations or writing and will not tolerate the use of slurs that marginalize, dehumanize, or harm others.

If our course materials or discussions are especially difficult for you, you have the right to leave the classroom, no questions asked, and to approach me or a trusted member of the university community to discuss your feelings. It is our responsibility as a classroom community to uphold each other’s dignity and to bring sensitivity and awareness every day to how our complex personal experiences and backgrounds position us in the classroom. If for whatever reason the content of the course conflicts with a student’s deeply held, core beliefs, they should consider dropping the course. Please visit the Administration Policy and Procedures Website (<http://www.admin.utah.edu/facdev/index.html>) and look under Accommodations Policy for complete details.

Students with Disabilities/Nondiscrimination Statement

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, 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.

Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, 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.

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, 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, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

WEEKLY SYLLABUS

August 22nd

Syllabus Overview / Course Agreements

August 24th

Short Fiction Exercise / Begin assembling Peer Groups

Sign up for Individual Presentations on Key Idea in your Field

[Preview Honors Theses](#)

August 29

Individual Presentations / Preview [Honors Thesis Website](#) and Thesis Proposal Form / Discuss role of Faculty Mentors

August 31

Individual Presentations / Workshop on Developing Research Questions

September 5

Individual Presentations / **Submit Sketch of Research Question**

September 7

Individual Presentations / Introduce “Annotations” Project

September 12

Read “They Say” Part One / Chapter (Note: In the 5th Edition, Part One runs from 18 to 56)

Discuss models for argument

- Problem/Solution
- Revision of Consensus Opinion (they say/I say)
- Addressing a gap or anomaly

Introduce “Research as Conversation” Structure

September 14

Read “I Say” Chapter / Part Two (Note: In the 5th Ed., Part Two runs from pg. 56 to pg. 105. If

the reading gets too long, you could skip Section 6 from 82 to 96 and come back to that later.)

Writing Workshop using search article

September 19

Library Research Day

September 21

Individual Conferencing / **Submit First Round of Annotations**

September 26

Individual Conferencing

September 28

Read "Entering the Conversation" in *They Say, I Say*

Introduce "Research as Conversation" Paper

Workshop on Defining Key Terms (using OED as resource)

Meet with Peer Groups and Set Work Plan and Outline / **Submit Faculty Mentor Interview**

October 3

Reading Day (assign yourself at least two articles/chapters)

October 5

Workshop on "Research as Conversation" Paper / **Submit Second Round of Annotations**

Fall Break

October 17

Read/Discuss John McPhee, "Draft No. 4"

<https://www.google.com/search?client=firefox-b-1-d&q=john+mcphee+draft+no+4>

October 19

Radical Revision/Expansion Writing Workshop / **Submit "Research as Conversation" Paper**

October 24

Library Day / Formulate "Writing Goals"

October 26

Reading Day (assign yourself two articles/chapters)

October 31

Self Narrative Presentations

November 2

Self Narrative Presentations

November 7

Meet with Peer Groups to share work plans

Submit Third Annotations / Introduce “Critical Self Narrative” Project

November 9

Revision Workshop

November 14

Peer Workshop on Thesis Drafts

November 16

Individual Conferences / For your conference, plan to provide updates on faculty mentorship, work plan for your draft, and overall timeline for thesis completion

November 21

Individual Conferences

November 28

Individual Conferences

November 30

Individual Conferences

December 5

Workshop Drafts with Peer Groups

December 7

Final Celebration / ***Submit Final Draft***