

HONOR 1020: Ideas that Matter: Building a Good Life
Spring Semester 2025

Course Description

This second half of the Honors first-year curricular learning community continues student conversations about elements of a good life, life paths, and engaged citizenship around major issues of our time. The course is based on students' participation in seminar-style discussions around these themes, sparked by readings, guest speakers, and other materials that engage with major social issues across widely different academic and professional fields.

Overview

Course	HONOR 1020
Department	Honors College
Pre-Requisites	Member of Honors College
Credit Hours	1.5
Semester	Spring

Course Outcomes and Objectives

Welcome to the CHARGE! First-year colloquium, Ideas that Matter: Building a Good Life. This course has three major objectives:

1. Ethical Intellectual engagement
2. Transition into College
3. Interdisciplinary problem Solving

Course Requirements

Your performance in this course will be evaluated by:

- Regular, engaged attendance and participation (20% of your grade)
- Completion of assignments (30% of your grade).
- Reflective Journal (50% of your grade).



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University of Utah Grading Scale

Letter	Scoring
A	100% - 94%
A-	93.9% - 90%
B+	89.9%–87%
B	86.9%–84%
B-	83.9% - 80%
C+	79.9%–77%
C	76.9%–74%
C-	73.9% - 70%
D+	69.9%–67%
D	66.9%–64%
D-	63.9% - 60%
E	59.9%–0%

Required Materials

- Materials required for this course are:
- Canvas, Web Browser
- Internet access
- Books:
 1. *Trust* (Hernan Diaz)
 2. *The Light at the Edge of the World: A Journey through the Realm of Vanishing Cultures* (Wade Davis)
 3. *Braiding Sweetgrass* (Robin Wall Kimmerer)
 - a. Available at the Marriott Library: [Braiding Sweetgrass](#)Links to an external site.

Additional readings and materials are provided via Canvas

Used copies are acceptable and encouraged



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If you will have difficulty accessing these tools or any others, please notify your mentor team, as there are University resources that can help.

Communication

Please review the communication methods and requirements for this course:

Preferred Contact Methods

The easiest way to contact your instructors - whether peer mentors or the instructional team - is to use the *Inbox*, located in the far left Canvas menu.

We love to see students in person - and are happy to make appointments as needed.

Course Policies

Submitting Assignments

All assignments **MUST** be submitted to the designated area of Canvas. **Do not submit assignments via email.**

Late Assignments

If you are going to be late with an assignment, you should notify your mentor team in advance. Late assignments may be given penalties.

Grading

Grading for this course

Grading for the assignments in this course is based on full, thoughtful, and meaningful engagement with the task. All assignments are graded as complete and incomplete. Meaning full credit is given if you provide a meaningful response- one that addresses the questions, demonstrate that you completed associated readings or activities and provides a thoughtful response.

In other words, journals and assignments should not have typos or major grammar/spelling problems, and should be written in understandable ways. Extremely formal writing, citation, and references are not required.

Attendance Policy

Students are expected to attend all classes throughout the semester (including lectures, seminars, etc.). Attendance includes presence and participation.

The Honors College embraces the philosophy that students are responsible for their education and for managing their time. As such, the college encourages students to weigh the consequences of missing classes and to take responsibility for that choice



Students who are absent or late to a class should be aware that missed materials, discussion and experience may be difficult to make up and will negatively impact grades and ability to successfully pass the course

Absence Policy

This course follows the University of Utah's official Attendance Policy regarding excused absences which can be found here: [University of Utah Catalog](#).

Students may request excused absences for reasons that do not fall strictly under University policy. Such requests must be submitted to the mentor team with as much prior notice as possible. This communication may occur as an in-person conversation after class, or by email. There is no guarantee such requests will be approved.

For any absence to be recorded as excused, ***including those that fall within the general University policy***, students must provide written documentation. It is the student's responsibility to request such documentation and to deliver it to the mentor team.

Student Responsibilities

Students are responsible for making up work and working with peers to access any missed materials such as class discussion.

Because “Ideas That Matter” is an interactive colloquium class, students who encounter excused absences may request to collaborate with the mentor team on an alternative assignment that connects to the ideas in the missed module.

- Provide appropriate documentation for excused absences.
- Request the opportunity to complete missed work immediately.
- Be aware that excessive absences—whether excused or unexcused—may affect your ability to earn a passing grade.

University Policies

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access](#) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).



In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

65 Student Services Building

201 S 1460 E

Salt Lake City, UT 84112

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu.

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

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 university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

oeo.utah.edu

135 Park Building



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201 Presidents' Cir.
Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066
deanofstudents.utah.edu
270 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)
dps.utah.edu
1735 E. S. Campus Dr.
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

Center for Campus Wellness

801-581-7776
wellness.utah.edu
350 Student Services Building
201 S. 1460 E.
Salt Lake City, UT 84112

Academic Misconduct

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct.](#)



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Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

“...Includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

Preliminary Course Schedule

Week	Date	Class Topic & Big Question	Assignments
UNIT I: A HEALTHY EDUCATION			
1.	Jan. 6	The Good Life A Healthy Education “Why are peer groups important?”	
2.	Jan. 13	A Healthy Education Education and Citizenship “What is a nation?”	DUE BEFORE CLASS Week 2 – Reflective Journal
3.	Jan. 20	A Healthy Education Cultural Literacy “What does every American need to know?” (about America)	DUE BEFORE CLASS Week 3 – Reflective Journal
4.	Jan. 27	A Healthy Education Cultural Literacy “What does every American need to know?” (about the World)	DUE BEFORE CLASS Week 4 – Reflective Journal
5.	Feb. 3	A Healthy Education Movement and Mental Health “Why Walk?”	DUE BEFORE CLASS Week 5 – Reflective Journal
6.	Feb. 10	A Healthy Education A Good Brain “How do we make friends with dopamine?”	DUE BEFORE CLASS Week 6 – Reflective Journal



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7.	Feb. 17	A Healthy Education Mentor/Student Choice Week	DUE BEFORE CLASS Week 7 – Reflective Journal
8.	Feb. 24	Thesis Encounter	Assignment: Thesis Encounter DUE DATE: April 23rd First Year Survey DUE DATE: April 23nd
UNIT II: DEALING WITH CONFLICT			
9.	Mar. 3	Dealing with Conflict Pragmatic Compromise “How can neutral ground help us understand others?”	DUE BEFORE CLASS Week 9 – Reflective Journal
10.	Mar. 9-16	Spring Break	
11.	Mar. 17	Dealing with Conflict Mentor/Student Choice Week	DUE BEFORE CLASS Week 11 – Reflective Journal
12.	Mar. 24	Honors Advising Workshop	Assignment: Revision College Plan DUE DATE: April 23nd
UNIT III: BUILDING COMMUNITY			
13.	Mar. 31	Building Community The Local Solution “Why focus on local solutions?”	DUE BEFORE CLASS Week 13 – Reflective Journal
14.	Apr. 7	Building Community Interdisciplinary Thinking “How can different academic disciplines cooperate?”	DUE BEFORE CLASS Week 14 – Reflective Journal
15.	Apr. 14	Building Community Mentor/Student Choice Week	
16.	Apr. 21	NO Class	



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		Class ends Tuesday April 22	
Finals Week	Apr. 24-30	Final Week Reading day Wednesday, April 23 rd	

Changes to the Syllabus

This syllabus is not a contract. It is meant to serve as an outline and guide for your course.
Please note that your instructor may modify it to accommodate the needs of your class.

You will be notified of any changes to the Syllabus.