

Honors 2211-007 Writing in Honors

Spring Semester 2024

Mondays and Wednesdays, 11:50-1:10pm

MHC 1206A

Instructor: Juliana Chow

Office: MHC 1004; Zoom personal room: <https://utah.zoom.us/j/2142736353>

Office hours: Wednesdays 12-1pm & by appt

To sign up for office hours, please email me at juliana.chow@utah.edu

Writing in Honors

Writing in Honors introduces students to practices, techniques, and strategies that will enhance their ability to write in academic and social contexts. The course offers students opportunities to think critically and creatively and to develop questions that engage with complex issues. Course assignments and activities equip students to approach writing as a process and an opportunity for collaboration. Students will explore the value and process of research-based inquiry and argumentation while developing the skills useful to composing an Honors Thesis.

This course satisfies the GE requirement WR2.

Course Outcomes and Objectives

Inquiry and Analysis

Students will be able to analyze and evaluate various types of texts and evidence that present significant issues, claims, and perspectives. Students will develop critical thinking practices to engage with and respond to complex questions or problems encountered within various communities.

Research-Based Writing

Students will be able to define research problems and projects in which they synthesize current scholarship and knowledge with their own novel insights and interpretations. Students will learn to use a variety of writing strategies to address different audiences, articulate responses to central research questions, and practice many of the skills useful to composing an Honors Thesis.

Writing as Process

Students will learn to reflect on their choices and habits as a writer by engaging with writing as a process of planning, drafting, peer collaboration and critique, as well as substantive revision. Students will be able to employ writing as a mode of thinking by actively communicating what they have learned and how they learned it to others.

Land Acknowledgment

The University of Utah is located on land that is the ancestral homeland of the Newe (Shoshone), Nuwu (Paiute), Kutsipiuti (Goshute), and Nuche (Ute) Tribes. I would like to

acknowledge these Indigenous communities as descendants of the original peoples of this land. With them, I honor this land and the kinship they and others hold for this land. Utah is a place shaped by Indigenous cultures, Euroamerican settler colonialism, and the contributions of many others who inhabit this place as their home. I would like us to take a moment to reflect on these histories and to consider how we each, in our own way, may act in a spirit of reconciliation, resilience, and collaboration.

Course Requirements

Participation (Discussion, Activities, Workshops, etc) 20%

These include all in-class work, such as discussion, activities, short writing assignments, groupwork, drafting and peer review workshops, etc. There is no make-up for missed participation, though I will excuse up to two absences if you give me advance notice. Any accommodations beyond this would need to be discussed and approved.

Reading Responses (Close-reading Analysis and Genre/Context Exploration) 35%

For these assignments, you will be asked on a regular basis (approximately weekly) to engage with readings we have utilized in the class. These assignments are meant to check your understanding of readings, invite you to apply concepts from readings to examples and common contexts, and to evaluate readings in the context of your efforts at developing your academic writing skills.

In each reading response, you will practice analyzing how a specific text works. This will require you to engage in a close reading of the text you are examining. Careful, sustained attention to a text and its context enables you to analyze not only what is said but how and where it is said. Additionally, one of these responses will be focused on genre/context. You'll explore contexts to identify and analyze the conventions at play in a text. The response should pay careful attention to audience, purpose, genre, modality, and context.

Essays:

Each essay offers a story (e.g. advances an argument/thesis) on a topic of social and often personal significance. Each essay assignment emphasizes an aspect of storytelling (argumentation) and will give you the opportunity to develop skills in narrative (telling a story with a sense of voice, plot, setting, etc), dialogue (researching and engaging with the discourse community of your topic), and investigation (researching your topic and presenting an inquiry into that topic). To complete these assignments, you will engage in many steps (drafting, peer review, revision), some of which take place as in-class participation.

Personal Essay (Thesis) 10%

Investigative Essay (Research/Thesis) 35%

- Sketch/Vignette (5%)

For this assignment, you will write a short essay that encapsulates the idea you are interested in pursuing for your Investigative Essay. Sketch out the kernel of your idea

and the motivations behind it (or the stakes of it), do quick preliminary research, and try to offer a cogent and fascinating idea to investigate.

- Annotated Bibliography + Interview Transcript (Source Discovery and Evaluation) (10%)
For this assignment, you will identify 6-8 sources related to the topic you plan to pursue for your researched argument paper/project in preparation to compose an annotated bibliography. Sources can be from a variety of genres, but should be appropriate for college-level academic writing as we define it during class. Once you have selected your sources, each annotation should include a properly formatted citation, a description of the source's content, and a brief evaluative assessment of the source and/or questions it provokes relative to the topic you are researching for your later assignments.
- Peer Review (5%)
- Paper (15%) Grading will be based on completion and effort (according to the philosophy of the labor contract grading method): "B" for turning in a fully complete essay, which can subsequently be turned into an "A" for turning in a completely revised essay that takes into account peer reviews, discussions, and instructor feedback/consultations

Some writing resources:

University of Utah Writing Center: writingcenter.utah.edu

Academic Online Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html

Subject Librarians: For help on research such as using search terms, accessing university databases, or citation software, reach out to Shane Wallace (Honors) shane.wallace@utah.edu.

Grading Scale

The majority of your grade will come from two places: writing assignments and participation. Consistent tardiness or absence will negatively affect your overall grade. You will receive points for each assignment.

To keep our classroom community moving together, all assignments are due by submission on Canvas on the date announced in class or noted on the schedule. Because we will often be peer reviewing and workshopping writing in class, it is essential that you complete assignments on time to be able to participate and stay on track in the class. Please make any requests for deadline extensions ahead of time so that I may consider them (no extensions allowed for assignments for peer review/workshopping). Consistent lateness will negatively affect your assignment grade. Please also consult assignment rubrics for how points will be assessed.

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)			
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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, 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](#).

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 Spring 2025

Please note that this is a draft schedule and the fully updated schedule will be available on the course Canvas site.

Week 1

Introductions, Course Syllabus and Assignments, Community Agreement, Object Lessons

Week 2 Person

Reading and Response #1: Craig Santos Perez on Micronesian Kingfisher

Personal Essay Assignment

Week 3 Person/Place

Reading and Response #2 Coates, "The Case for Reparations"

Week 4

Drafting and Peer Workshopping Personal Essay

Week 5 Person/Place

Reading and Response #3 TBD Tanner, et al, "Assimilated: How Utah's Boarding Schools Stripped Native Students of Their Culture"

Week 6 Place

Reading and Response #4 TBD Miller, "Heaven or High Water: Selling Miami's Last 50 Years"
Investigative Essay Assignment and Sketch/Vignette Assignment

Week 7

Peer Workshop Sketch/Vignette
Annotated Bibliography Assignment

Week 8

Annotated Bibliography selection
Interview Transcript Assignment

Week 9

Annotated Bibliography selection

Week 10

Peer Workshop Investigative Essay

Week 11 Thing

Annotated Bibliography Selection
Reading Response #5 TBD Kolbert, "Climate of Man" and/or Laurel Thatcher Ulrich, excerpt from *The Age of Homespun*

Week 12

Individual Consultations

Week 13

Zine or Book Arts Workshop

Week 14

Reading Response #6 Thesis Encounter and Workshop

Week 15

Investigative Essay New Format Presentation

Week 16

Investigative Essay New Format Presentation

Some Community Guidelines

(adapted from Professor Janice Lee & *The Wilds Beyond Climate Justice Community Guidelines*, and Jamie Ditzel & OCRacial Justice Collaborative's "Brave Space")

We will work together to build our own community guidelines. For now, here are some places to begin:

- **Share generously:** Please share openly and honestly while trying to stay connected with heart, mind, body, and spirit. Let's be open and curious about each other's worlds and the social, spiritual, political, environmental, economic, and historical forces that shape it. Honor the personal stories shared in this place and show care for each other. Ask for consent to continue the conversation outside of the classroom.
- **Stay with the trouble:** Ask questions, take risks, and lean into discomfort. We are all in process. Challenge yourself to contribute even if it's not perfectly formulated. Sit with the possibility that we don't know something or don't have answers. Can we soften the urge to fix, solve, or transform our reality? How can we observe, listen, and honor what is shared? If you disagree with a position, ask yourself: What's at stake for you? How might you respond in a way that serves your well-being and the well-being of others? How might we invite others to reframe the situation or attend to something that has been missing? Does letting go feel like an option, why or why not?
- **Speak as yourself:** Speak from your own experience by using "I" statements. Be careful about universalizing your experience or speaking on behalf of any group of people. Be aware of making assumptions about a person's identity; you may always refer to someone by their name and take care to introduce yourself with your gender pronouns or other identifications when relevant.
- **Take responsibility for yourself, your well-being, and your boundaries and limits.** Practice mindfulness and self-care. Be aware of how you're feeling, your thought process, and your own responses to others. Respect each other's experiences and feelings by taking responsibility for the effects of your words. Be aware of how others are responding or not responding.
- **Meet cultural and identity differences** without making them the enemy nor making them the idol. Let's make room to notice our differences. Aim to be reflective of and sensitive to the differences of our social and historical contexts and our material conditions. Keep in mind that romanticizing or idolizing marginalized cultures, including treating Indigenous peoples as bearers of salvation, is another form of othering and dehumanization.

- **Step up/step back:** Share speaking time and take the time to listen. If you tend to be shy or quiet, see if it serves you to participate more even if it may be uncomfortable.

We are all responsible for creating our community space.

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.

Individual Accommodations

Please reach out and communicate with me about any accommodation needs. Even if I have received a letter, my expectation is that you speak to me in person so we can work together to make necessary accommodations.

Counseling and Wellness

Personal concerns such as stress, anxiety, relationships difficulties, depression, cross-cultural differences, etc, can interfere with your ability to thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776. See also: <https://studentaffairs.utah.edu/mentalhealth/index.php>