

HONOR 3214: Communication, Identity, and Difference (3 Credits, Fulfills “BF” and “DV” GE/BD Requirements)

Instructor: Dominic Walker-Pecoraro, MA
Classroom: Zoom/Canvas
Modality: IVC - MoWe 8:05am-9:25am

Office Location: Remote
Office Hours: MoTh 10am-11am
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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

This course will focus on the intersection of communication, identity, and difference. Concepts of facework and impression management along with some seminal aspects of interpersonal communication will be covered to explore how we use communication as a form of impression management. The course will then overview scholarship about how difference/diversity such as race, ethnicity, gender (identity), sexual orientation, religion, (dis)ability, socioeconomic class, and religion are communicated and woven into one’s sense of identity. Identity is not only communicated by oneself, but also it is also communicated, negotiated, and influenced by those around us and societal norms. The course will include studies of autoethnographies (studies of self/identity in culture) that articulate how people navigate communication about identity and difference. At the end of the semester, students will write their own autoethnography exploring communication, identity, and difference in their life.

Course Outcomes

We will address questions such as: How is identity performed? What changes identity over time? How do we articulate and position our identity? How do others affect our sense of identity? How does difference and diversity affect these aforementioned questions?

APPROACH:

We will meet via Zoom on Mondays and Wednesday from 8:05am to 9:25am (unless noted on our class schedule or otherwise announced). You should attend all Zoom meetings to engage with course materials. If you are unable to attend class, you should contact me ASAP. This course is a seminar, so in-depth class discussion will be an integral part of the course.

TEXTBOOK/REQUIRED READINGS/AUDIO/VISUAL:

All readings for this course will be made available at no-cost to you via Canvas or electronically via the Marriott Library. Reading followed by “**” should be accessed in the Critical Autoethnography (by R. Boylorn and M. Orbe) textbook (2nd edition/2020) via online Marriott library access.

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 (virtual) attendance and participation are important to advancing the growth of the culture of the class as well as your own personal communication skills.

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 circumstance, and you must furnish this documentation within 7 days of your missed assignments.

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. **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 (but please see the 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 **one** penalty-free 48-hour extension on a written assignment. You do not need to let me know *why* you are using the 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. This extension **cannot** be used for the article presentation assignment(s).

Extra Credit:

I will provide an undetermined amount of extra credit during 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 post-date 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 media 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 student to essentially create one assignment, with each student submitting a version of it in their own class
- Use **your own work** (**self-plagiarism**) from a different class (i.e. a paper you wrote for an English course), a different section, or different assignment and submit it as original work for this section of this course.
- 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 3214, or competition for a grade in HONOR 3214 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 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 3214-001 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.

COURSE ASSIGNMENTS

Critical Reflections:

For critical reflections, you will be asked to respond to different prompts to personally engage with course concepts. Critical reflections may include references to outside resources and course readings to provide a more holistic response. Critical reflections should engage in analysis, evaluation, and creation in tandem with the prompt. Your reflections should be at least 500 words and be formatted in APA style. Reflection topics include the following:

(1) What is Communication? This reflection will help you establish a foundation with the primary field of study for our course. What is/was your preliminary definition for communication? What experiences have established or influenced that definition for you? What elements of communication do you wish to engage with in this course? Find and share some other definitions for communication – do they resonate with you? Why or why not?

(2) Project Proposal Simulation. Propose a critical interpersonal or family communication research study. What would be the topic of your study? Complete a brief literature review to ground your topic proposal. What would be the proposed method for your research study? *Note: You will not actually be completing this study in this course – it does not have to be the same as your final autoethnography for the course.

(3) What is Communication, Identity, and Difference? This assignment serves as a final reflection for you in the course. Now, how would you define communication? How does your definition differ from reflection #1? How are communication, identity, and difference interlaced? Provide examples. Share any final unanswered questions or reflections you have about the course.

Article Presentation:

Find a research article relevant to course content that appeals to you. The article will likely utilize a interpretive, dialogic, or critical approach AND qualitative or autoethnographic methods. First, you will synthesize your article and upload your synthesis to Canvas. Your write-up should at least 750 words, formatted in APA style, and do the following: summarize the article, analyze its method and findings, and evaluate its contribution to our field of study. Then, you will present (3-5 minutes) your article and synthesis at the beginning of a class

period. This assignment will have various due dates and presentation dates. Your write-up is due to Canvas at 11:59pm the day prior to your presentation.

Engagement Assertion:

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 all assigned readings and taken notes. 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.

For the engagement assertion, you will 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. Consider all items in the above paragraph when completing your assertion assignment. Your write-up should be at least 250 words and formatted in APA style. If your argument aligns with my observations throughout the course, I will honor your assessed grade.

Autoethnography Presentation:

On the last day of class, you will present your final paper (or a portion of it) to the class. We will discuss expectations for this presentation in April as we near the end of the course.

Autoethnography Final Draft:

Your final paper in the course will be an autoethnography – a study of self in culture. Your autoethnography will be a personal account of one communicative situation or a chain of communicative situations that made you aware of your identity and/or difference in society. Your auto may cover one or multiple topics from the course (grief, family, race, SOGI, etc.) or additional aspects of communication, identity, and difference that you see fit. The auto should be written in Chicago end note style or APA style. Your auto should have clear incorporation and contextualization of research and support throughout. Your auto should approach your topic from an interpretive, dialogic, or critical lens. Generally, final papers should be 3,000 to 4,000 words.

GRADES

Final grades are based on a weighted point and percentage 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:

Critical Reflections (3 x 5% each)	15%
Article Presentation	15%
Engagement Assertion	20%
Autoethnography Presentation	10%
Autoethnography Final Draft	40%

Total Percentage **100% Final Course Grade**

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 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, 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

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 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. Please note, however, that we will read articles that many may find troubling. Communication, identity, and difference studied via autoethnography is highly personal!

Consider this note a trigger warning that we may read articles that discuss racism, sexism, homophobia, xenophobia, death/grief, and mental, emotional, physical, and sexual abuse along with other troubling topics.

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.

Course Schedule HONOR 3214-001 Spring 2021	
Date/Focus	Readings
1/20: Course Overview/Intro	Syllabus
1/25: What is Communication? Approaches to Communication Research	J. Wood (2019): Interpersonal communication (Ch. 1) S. Deetz (2001): Conceptual foundations – skim!
1/27: What is Identity?	J. Wood (2019): Interpersonal communication (Ch. 2) T. Lim & J. Bowers (1991): Facework, solidarity, approbation, and tact S. Hastings & G. Castle Bell (2018): Facing our heuristic limits
2/1: Theoretical Orientations	R. Boylorn and M. Orbe (2020): Critical autoethnography (Pages 82-86)** J. Moore (2017): Where is the critical empirical interpersonal communication research?
2/3: What is Critical Interpersonal and Family Communication? What is Autoethnography?	J. Moore & J. Manning (2019): What counts as critical interpersonal and family communication research? E. Suter (2016): Critical approaches to family communication research C. Ellis, T. Adams, & A. Bochner (2011): Autoethnography, an overview
2/8: Performative Facework	J. Moore (2017): Performative face theory D. Pecoraro (2020): Bridging privacy, face, and heteronormativity
2/10: Self-Reflexivity and Intersectionality I	D. Chawla (2013): Walk, walking, talking, home A. Johnson (2020): Negotiating more, (mis)labeling the body**
2/15: NO CLASS - University Holiday	NO CLASS - University Holiday
2/17: Grief/Trauma	A. Matthews (2019): Writing through grief E. Stephens (2020): Homicide by police
2/22: SOGI I	D. Pecoraro (2020): Cut, snap B. LeMaster (2014): Telling multiracial tales
2/24: SOGI II Guest Lecture: Tony Adams	TBD by Guest Speaker
3/1: Race/Ethnicity I	R. Hao (2020): Performing fortune cookie** R. Boylorn (2013): Blackened autoethnography
3/3: Race/Ethnicity II Guest Lecture: Charnell Peters	TBD by Guest Speaker
3/8 & 3/10: NO CLASS – “Bye” Week	NO CLASS – “Bye” Week
3/15: Reflexivity & Intersectionality II: Intersectional Feminism	R. Griffin (2012): I AM an angry Black woman R. Boylorn (2020): An angry and strong autoethnography**
3/17: Reflexivity & Intersectionality III: Religion, Gender, and SOGI	R. Silverman (2020): Tikun Olam** V. Hallett (2020): Hail Mary

3/22: Capitalism and Imperialism	T. Roberts (2020): Negating the inevitable** M. Orbe (2020): Socioeconomic (im)mobility** S. Tankei-Aminian (2020): Tongue does matter**
3/24: Generational & Family Identity Guest Lecture: David Dooling	TBD by Guest Speaker
3/29: Using Space and Place	D. Pecoraro, D. Dooling, & K. Dressler (TBA): (Re)membering Matthew Shepard A. Ortiz-Martin (2020): I-395**
3/31: Posthumanism Guest Lecture: Kensey Dressler	R. Kimmerer (2013): Asters and goldenrod J. Simmons (2016): Memories of Venice
4/5: NO CLASS – Non-instruction day	NO CLASS – Non-instruction day
4/7: (Dis)ability & Health	V. Humphrey (2020): I can't be blind, I can see S. Alshammari (2020): Narrative reflections on losing a companion animal M. Johnston (2020): Through madness and back again
4/12: How to Write Autoethnography	JoAE special forum
4/14: Writing Workshop	None
4/19: Writing Workshop	None
4/21: Presentation Workshop	None
4/26: Auto Presentations	None

Assignment Deadlines | HONOR 3214-001 | Spring 2021

Assignment	Deadline
Article Synthesis & Presentation	Various 11:59pm prior on day to presentation
Critical Reflection #1	1/31 @ 11:59pm
Critical Reflection #2	2/28 @ 11:59pm
Critical Reflection #3	4/25 @ 11:59pm
Final Draft: Autoethnography	5/2 @ 11:59pm
Participation Assertion	5/2 @ 11:59pm