**HONORS 3200 Workshop: Writing in a Research University**  
Spring 2019  
Honors Center 150. Hybrid Section. MW 10:45-11:35. F Online  
*Meets Upper Division Communication/Writing Requirement*

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**Course Description.**

Honors 3200: Writing In A Research University is designed for undergraduates (ideally at the sophomore or junior level) who have chosen a major and completed core requirements. The class seeks to develop and employ critical thinking, inquiry and analysis, written communication and teamwork. This is accomplished by close reading, and using the writing process as a medium for learning and articulation. Analytical techniques practiced and employed include reduction, synthesis, dialectical reasoning, and systems thinking among others. Central to the course is the understanding of forms and structures found across academic disciplines and audiences from various backgrounds. Students work in peer review groups throughout the semester. Oral presentations, original innovation, taking up the mantle as an emerging scholar in their fields, and digital media are integrated into the curriculum as forms of writing. Risk taking and divergent thinking is encouraged, just as diverse perspectives are presented and explored.

Writing 3200 is a workshop wherein students come to value the support structure of their peers. It is not a class where writers work in a vacuum. For this reason, your success will, in part, hinge on your commitment to attend and engage thoroughly in all workshops, and daily writing log ins on Canvas. As well, and from the beginning, you will be asked to claim the sometimes terrifying freedom with which the writer must struggle.

For our purposes, Essay 1 will be a newly written creative nonfiction essay (note that our definition of essay is to weigh, to explore, to quest as opposed to "report"). This may be personal in nature, though not necessarily so. Choose a direction and follow where it leads–be bold, risk all, let the writing teach you as a vehicle toward some truth you didn’t know you knew. Go to the Academic Search Premier search engine and find scholarly material on your topic; pull such into your narrative. Essays from *The Next American Essay* and elsewhere will serve as guides, though not restrictively so. You will workshop this essay during weeks three or four. *Start your writing regime now.* Write daily. Embrace rough drafting. Trust the Process. Be prepared to post a draft to the Discussion Board on Canvas on the class date *prior* to your workshop date, 5-7 p./include a works cited page. After your workshop session you will have *one week* to revise, post up to Canvas and deliver a hard copy to your professor. You will be asked to attend all workshop sessions and engage thoroughly. If you complete the parameters for this process, you will earn full credit. Partial Credit will be awarded for students not meeting requested
parameters.

_Audience_: us/advanced curriculum scholars in the academy

_Purpose_: to step beyond your happy/safe place; creativity/innovation/imagination—the fire therein

_Strategy_: critical reading of Essays, writing as Process

Next, writers will critique an Honors Thesis in their field and present the findings formally to workshop. The third project will delineate seminal text(s) in your field and what rhetorical constructs underpin the text’s authority. A subsequent essay will engage an idea or methodology that has become obsolete in your field. Next, student writers will research and formally present a dangerous idea in their field. Finally, writers will draft a Contribution Paper that requires them to make an original contribution to their field. This last project is often a preliminary draft for the Honors Thesis, and might involve ongoing research.

**Learning Outcomes.**

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

Inquiry and Analysis: Student writers will understand a broad range of interconnecting issues and concepts that pertain to advanced academic research. Along these lines, student writers will explore reduction, dialectical thinking, deconstruction, integral analysis, systems thinking, analysis and innovation.

Written Communication: Student writers will analyze writing and research in their field and bring their own written discourse up to a publishable level via the workshop process. Writer Researchers will further engage this writing process in an extensive written research project that makes an original contribution to their field. Often, this project points toward (or actually is) the Honors Thesis.

Teamwork: Student writers will use the input of peers via the writing workshop to develop their own critical thinking about issues and problems crucial to being an engaged scholar and citizen. As workshop participants, student writer/researchers will participate as team members in the evaluation, critique and revision strategies of peer work.

**Texts.**

Student Research/Scholar/Writer essays composed for our ongoing Writers Workshop.

Reserve/Marriott Library. Essays from _The Next American Essay_, ed. by John D’Agata, and selected essays from Paul Crenshaw’s _This One Will Hurt You._

Marriott Research Library. Orientation. Writing in the Field of, Seminal, Dangerous and Obsolete Texts and Methodologies in the student writer’s field of scholarship.
Assignments and Grades: the total number of percentage points is 100.

1. **Creative Nonfiction Essay.** This may be personal in nature, though not necessarily so. Essays from the D’Agata text *The Next American Essay* will serve as models. 5-7 pages (10%).

2. **Honors Thesis Analysis (10%)**

   This assignment will require you to locate Honors Theses for your discipline in the Marriott Library. You’ll then choose one, study it thoroughly and write a two page analysis to be presented formally to the class. (500 words).

3. **Seminal Text Analysis (15%)**

   For this essay, determine the seminal texts (ie., creative original, foundational) of your discipline. Analyze these texts, determining the strategies by which they posit information in such a way as to be pivotal. In what ways are these text necessary? A single thesis could serve as an avenue of inquiry. (1200 words).

4. **Obsolete Theory Essay (15%)**

   Over time, some theories and methodologies in your field have become obsolete. They have been (or are in the process of being) discarded, while new ones have taken on more value. The purpose of this assignment is to have you analyze such a "discarded theory" while postulating how or why another idea has risen to prevalence. The critical review will be completed in two steps: Part One--summary of the theory or methodology and Part Two--commentary on why such is no longer the case and what has replaced it. (1500 words).

5. **Dangerous Idea in your Field Presentation (5%)**

   The assignment is to come up with a dangerous idea, present it orally, and be challenged/questioned by the class to tease out nuances. The student presenter’s main job: create discussion while addressing issues of our day. Five students present each class for four days. This will take place as we research/construct our Contribution Papers and might very well inform such work in surprising ways.

6. **Contribution Paper (25%)**

   This assignment asks you to take on authority by conducting your own research (in your field), constructing a position and sharing it with others. Think of this as the capstone writing project for the course, an opportunity to operate as the full-fledged writer you've become. (3000 words).

7. **Participation/Peer Engagement/Daily Canvas Log In (20% can not be made up)**
We will be holding an ongoing conversation/dialogue on our writing and research process on canvas and you are **required** to log in, post and respond, if only briefly, Monday through Friday, noting that Friday’s will be an online workshop. This dialogue is not busy work; it constitutes how we become a workshop and serves to connect us as individual writer/scholars working toward a common goal. Note that a workshop functions differently than traditional lecture classes. You cannot pass the class by working in a vacuum. Daily participation credit, in class and online via canvas, can not be made up. Being in class, engaging the writing process, peer editing, class discussion, leadership, teamwork, engaging the daily research process—these are critical to the writing workshop.

**Grades.**

Initial evaluation grades are in accord with the University of Utah Registrar: A/Exceptional, B/Good, C/Average for the class, D/Below Average, E/Failing. As a writer who depends heavily on the process of revision, I offer you the opportunity to revise all manuscripts and hand them in near the end of the term for an improved evaluation score, though the important role of such is that your writing sharpens—along with your self-confidence as a writer. Over the course of the semester, your demonstrated commitment to learning and support of your peers (ie., your work as a peer editor) will all play into your evaluation.

**Note.** Please be sure that I believe that your best friend as a writer is someone with both the ability and the willingness to thoroughly engage with and critique your prose. Don’t confuse criticism of your manuscript with criticism of yourself as a person. Evaluation and critique will be rigorous. Revision is requisite. Ask questions. Risk will be rewarded.

**Habits of Being:** notes on attendance, punctuality, and manners.

If you have a cell phone, turn it off. Put it in your pocket. **Don’t text in class or you will be asked to leave.** You are asked to commit to attending **every** class. If you need to schedule dates that you know you’ll miss, do so **now**. There are no special absences. Note that 20% of your grade is participation, credit that is diminished with each absence, and forfeited entirely after three misses. Being late (arriving **after** class begins...) more than three times results counts as an absence. Plan on being responsible for **all** work. Late assignments will not be accepted. If you are having a problem with an assignment, come see me. I am committed to seeing you flourish in this writing workshop... If you don't understand the above attendance policy, please inquire now.

Writers--what you are now--require thick skins: Criticism is your best friend. We require honesty and integrity and the willingness to self and peer critique. All discourse between students, peers, and the professor should be conducted with the respect requisite of the academic discourse community--no exceptions. **Remaining in the class beyond the second day means that you agree to the preceding request.** A sense of humor is requisite in day-to-day activities; please practice such, often. You must do your own original work. Plagiarism is against university standards; it will result in
your failure of the course. (See sections II and V of the Student Code for 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.

**Accommodation Policy.**

No content accommodations will be made for this course. It is the student’s obligation to determine, before the last day to drop courses without penalty, if the requirements of this course conflict with the student's sincerely-held core beliefs. If there is such a conflict, the student should consider dropping the class. Please visit the Administration Policy and Procedures Website (http://www.admin.utah.edu/facdev/index.html) and look under Accommodations Policy for complete details.

**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).

Please note your preferred pronouns in an initial canvas post. This workshop requires a safe ‘and respectful space, and we will work toward creating such from the beginning.

**Course Schedule.**

The following schedule is subject to change. Like any decent map, it allows for spontaneous diversions (note the Rand McNally strategy against those who'd plagiarize their maps) and the anticipation of unforeseen splendors. Please be sure to pay attention in class for announcements of additions, deletions, or substitutions. Stay tuned and alert, writers.

**Week One**
Introduction to Course. Sign up for Creative Nonfiction Essay. Begin writing regime. Be prepared to post your essay online to Canvas on the class date prior to your workshop date. Ask questions as/when needed.

In the meantime, to provoke thought, please find the following creative essays under my name/The Next American Essay on reserve in the Marriott Library and read thoroughly–ie., close read...

Assigned reading (NAE, to be covered in roughly this order):

- Dillard, “Total Eclipse”
- Weinberger, “The Dream of India”
- Mathews, “Country Cooking From Central France”
- Griffin, “Red Shoes”
- Crenshaw, “Storm Country,” “The Bear”

F/Online Workshop.

**Week Two**

Essay discussions.

***Make sure you’re signed up for Workshops***

Out of class, read. Draft your essay.

F/Online Workshop.

**Week Three**

*Creative Nonfiction* Workshops.

F/Online Workshop.

**Week Four**


F/Online Workshop.

**Week Five**

Week Six

Honors Thesis Analysis due for in class presentation.
Assign Rhetorical Analysis

Week Seven

Conferences/All Week. Honors Center 114
Ongoing Research & Development/Rhetorical Analysis/Seminal Text.

Week Eight

Rough draft of Rhetorical Analysis due. Writers Workshops.
Revise. Rhetorical Analysis due
Assign Critical Review/Obsolete Theory Essay

Week Nine

Conferences
Canvas Progress Reports W/F
Research and Development/Obsolete Theory

Week Ten

~Spring Break~

Week Eleven

Due, Working Draft/Obsolete Theory. Writers Workshops
Obsolete Theory Due
Assign Contribution Essay/Dangerous Idea Presentations

Week Twelve
Dangerous Idea Presentations/Discussions.
Research and Development/Drafting Contribution Essay

F/Online Workshop.

**Week Thirteen**

Dangerous Idea Presentations/Discussions.
Research/Drafting Contribution Essay

F/Online Workshop.

**Week Fourteen**

Finish Dangerous Idea Presentations/Discussions
Contribution Workshops

F/Online Workshop.

**Week Fifteen**

Contribution Workshops
*All revisions due*

F/Online Workshop.

**Week Sixteen**

Contribution Essay Due.
Celebratory Reading Class.

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**Essay 1/Creative/Nonfiction Essay**

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drafting. Trust the Process. Be prepared to post a draft to the Discussion Board on Canvas on the class date *prior* to your workshop date, 5-7 p./include a works cited page (for those of you working on a Monday, this means post up Friday).

After your workshop session you will have *one week* to revise, post up to Canvas and deliver a hard copy to your professor. You will be asked to attend all workshop sessions and engage thoroughly. If you complete the parameters for this process, you will earn full credit. Partial Credit will be awarded for students not meeting requested parameters.

Onward and all luck writers,
MGills

*Audience:* us/advanced curriculum scholars in the academy
*Purpose:* to step beyond your happy/safe place; creativity/innovation/imagination—the fire therein (and the outcome of such will be for us to get to know each other).
*Strategy:* critical reading of Essays, writing as Process