

# HON 3200/3201 HONORS COLLOQUIUM COURSE SYLLABUS

**Course Coordinator:** Mary Ziche Moore, M.A. ([Mary\\_Z\\_Moore@baylor.edu](mailto:Mary_Z_Moore@baylor.edu); Morrison Hall 203.4)

## Contact Information

For questions about individual sessions (including readings, assignments, and grades), contact the individual session instructor. For questions about signing up for your sessions, your final individual session roster or other record-keeping matters, contact [hp@baylor.edu](mailto:hp@baylor.edu). For any other questions about the course, contact Ms. Moore.

## Course Description

Honors Colloquium is a two-credit-hour course for sophomores and juniors (and occasionally, seniors) in the Honors Program. If desired, the course may be repeated once for credit as HON 3201. Students attend **FIVE** small-group colloquia during the semester, each led by a different instructor. The sessions meet for discussions of texts selected by the instructor, followed by a short essay that responds to a prompt of the instructor's choosing. These conversations will introduce honors students to a variety of classical and contemporary issues and to the perspectives of scholarly disciplines other than their major fields of study. The practices of close reading, lively academic discussion, and thoughtful writing allow the course to serve as a bridge between the lower and upper division Honors Program curriculum.

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## COURSE CALENDAR

### First Weeks of Class:

- **Wednesday, January 17<sup>th</sup>, 6:30-8:30 PM (online):** sign up for your five colloquia
- **January 22<sup>nd</sup>-January 26<sup>th</sup>:**
  - o receive your official individual session schedule (your 5 colloquia)
  - o order/gather textbooks & articles for all sessions
  - o begin reading for session one

**Sessions:** *Mondays, 7:00 – 9:30 PM; location varies by session*

- **Session 1: Monday, February 5<sup>th</sup>**
  - o Essay due to instructor: 11:59 pm Monday, Feb. 12<sup>th</sup>
- **Session 2: Monday, Feb. 19<sup>th</sup>**
  - o Essay due to instructor: 11:59 pm Monday, February 26<sup>th</sup>
- **Session 3: Monday, March 11<sup>th</sup>**
  - o Essay due to instructor: 11:59 pm Monday, March 18<sup>th</sup>
- **Session 4: Monday, March 25<sup>th</sup>**
  - o Essay due to instructor: 11:59 pm TUESDAY, April 2<sup>nd</sup> (due to the Easter holidays)
- **Session 5: Monday, April 15<sup>th</sup>** (due to Diadeloso on Mon., Apr. 8<sup>th</sup>)
  - o Essay due to instructor: 11:59 pm Monday, April 22<sup>nd</sup>
- **\*Makeup session:** Monday, April 29<sup>th</sup> —by course coordinator approval only
  - o Essay due to instructor: 11:59 pm Monday, May 6<sup>th</sup> (finals week)

## GENERAL EXPECTATIONS

### Reading and Preparation

Prepare for each colloquium with a thorough reading of the assigned text(s). Your instructor may also give you pre-session questions or other activities to guide your reading and serve as a springboard for discussion. If so, they will email you with those instructions ahead of time. When provided, such pre-session work will not be graded separately, but your engagement with it will be reflected in your participation in the discussion and the essay you will write, and so will contribute to your overall score.

### Attendance & Participation

To receive credit for attendance, you must be present for the entire colloquium. Since most of the session will be devoted to text-centered discussion, each student's contributions to the conversation are essential and will be considered when evaluating his or her performance. Participation, of course, refers in part to the amount you speak in a session, but much more to the cogency of your remarks. A student who says nothing, or whose comments or behavior do not contribute to (or worse, detract from) the overall quality of the group's conversation, may expect to see a reduction in grade for that colloquium. Focus on quality, not quantity, and come ready to help create a genuine back-and-forth conversation with your instructor and peers!

### Essays

Essays are to be 900-1000 words, typed and double-spaced. They will be due by 11:59 pm on the Monday one week after the Monday colloquium session (unless otherwise noted on the previous page of this syllabus). Each instructor will provide students with the specific essay prompt for their session either before the session or no later than 11:59 pm the night of the session itself. There will be no rewrites of essays, so be sure that you have carefully checked your work. You should also consider asking a friend or trusted classmate to read each essay before you turn it in. See the *Essay Guidelines* below for further instructions.

### Absences

If obstacles to attendance arise, it is vital that you communicate with your session instructor as quickly as possible. Where possible and appropriate, they may arrange alternative means for your participation in the night's session ("Zoom-ing in," for ex.); when that is not possible, you may be directed to the course coordinator (Ms. Moore) to request permission to attend the makeup session. In any case, permission for the makeup session must be requested **prior to** your absence. If your reason for missing class is approved, Ms. Moore will add you to the makeup session roster. If, however, the absence is deemed unexcused, no provision will be made for a makeup. In that case, you will receive no points for the unexcused absence (see *Grades*, below). **There will be only one makeup session offered. Thus, missing more than one session, for ANY reason, will impact your grade.**

### Other Conduct Expectations

Rigorous discussion and passionate engagement with texts, ideas, and each other are a crucial aspect of education and a hallmark of the Honors Colloquium course. We should all be open to being challenged by what we read and hear, and to learning and growing through that engagement. Vital to this project is for our interactions to be respectful in both agreement and disagreement. That respect must go from teachers to students, students to teachers, students to each other, and both teacher and students to the texts and ideas they're engaging. If you engage disrespectfully, expect your grade to reflect that. If you experience a problem with respect and do not feel comfortable addressing it in the moment, please talk with your session instructor or reach out to the course coordinator.

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## GRADES

After reviewing the essays, Colloquium instructors will evaluate your overall performance in the pertinent session with a grade from 0 to 10 (decimal points, e.g. 7.3, 9.9, are possible). This overall grade is based on the three parts of the conversation that comprise each colloquium: (1) your engagement with the text and other preparation before the session, (2) participation in the session itself, and (3) the essay you write afterward.

You will receive **no credit** for the session unless you **BOTH** participate in the session and turn in a paper. In the past, some students have attempted to gain points by attending a session but not writing a paper, or by turning in a paper but not attending the session. Either is unacceptable and will result in zero credit for that session. If your attendance will be affected by unforeseen circumstances (like illness or family emergency), contact your session instructor immediately. (See *Absences*.)

Late essays will be penalized 1 full point per day, beginning one minute after the deadline (i.e., at midnight/12:00 am on the Monday after the 11:59 pm deadline). Plan ahead!

Graded papers will be returned to you by your session instructor, typically via email. If any session instructor prefers to grade hard copies of the essays, they may do so, but must communicate with the students an individual plan for returning the graded essays. Your grade for each session will be provided by your instructor to the course coordinator and then posted to Canvas. If you have questions about your session grade, contact your session instructor.

At semester's end, the course coordinator will review each student's earned marks, tally attendance and grade points for all five Colloquium sessions, and assign each student's course grade according to the following scale (no rounding):

40-50 points = A
36.0-39.9 points = B+
31.0-35.9 points = B
26.0-30.9 points = C
0-25.9 points = F

*\*Note that this is a particularly generous grading scale. In fact, it is technically possible, though statistically unlikely, to earn an A even if you miss one session without attending the makeup. We want you to have every opportunity to succeed in this course, but ultimately you are responsible for your own fate (grade)!*

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## CHOOSING YOUR FIVE COLLOQUIA

Session descriptions have been provided in an Excel file on Canvas. Read all descriptions in full before making your selections. It is strongly recommended that you rank the options for each session and thus have several back-up choices ready in case your top choices are full. Stated another way: be prepared, but also be flexible. We have an excellent slate of sessions lined up, and with an open and curious mind, any honors student can get a lot out of any session. In fact, some of the best experiences students have reported have come when they step out of their comfort zones in picking sessions!

Signups will occur online through the EPIC program on **Wednesday, January 17<sup>th</sup>, from 6:30-8:30 pm**. Well in advance of the start time on that day, you will receive an email from [hp@baylor.edu](mailto:hp@baylor.edu) with the links to sign up for each colloquium date; these links will not be active until 6:30 pm. Spots are first-come, first-serve. *Note: EPIC is a good system, the best we have found for our particular set of needs so far, but it is not perfect. It is strongly recommended that you make plans to be in a location with reliable internet service and that you do not have other tabs open on your browser during signups; both have shown to reduce issues with refresh rate. If you do experience difficulty with a particular link, close the browser, wait a few minutes, and try again. This resolves 99.99% of issues.*

After initial signups, the course coordinator will clean up errors, if any, and assist any late-enrolled students. Once signups are complete, you will be sent a **final roster** of your 5 sessions. This will be done the second week of class, (that is, after the last day to add a class), and your roster is **NOT** considered confirmed until then. At this time, you should start collecting all texts for the semester.

Note: Texts will not be reserved in the Baylor Bookstore and may or may not be available in Baylor Libraries; you will need to make other arrangements for texts in most cases. See the *Session Descriptions* document for text details for each session. If you have trouble acquiring the texts you need, speak to the individual session instructors and the course coordinator early enough that we can reasonably assist you.

### Steps for Online Signups

**Step One:** fill out required fields, then click “Save and Continue.”

**Step Two:** review, then click “Complete Registration.”

**Step Three:** look for the light green confirmation box. Do not close out until you see it!

**Step Four:** repeat steps 1-3 for EACH of the 5 colloquium dates.

Step 1:

Baylor University | ERS

9/13/21 Colloquium Sign Up

Wednesday, August 11, 2021 9:30 AM - Monday, August 30, 2021 10:00 PM Central Time

Location: assigned per instructor

Please select which colloquium class you would like to attend on 09/13/2021.

Primary Guest Information Other Guests Summary

Please select an option (Response required):

- (F2F)
- (F2F)
- (F2F)
- (F2F)
- (F2F)

First Name (Response required) Last Name (Response required)

Phone Number (Response required) Email Address (Response required)

Save and Continue >>

Step 2:

Baylor University | ERS

9/13/21 Colloquium Sign Up

Wednesday, August 11, 2021 9:30 AM - Monday, August 30, 2021 10:00 PM Central Time

Location: assigned per instructor

Please select which colloquium class you would like to attend on 09/13/2021.

Primary Guest Information Summary

Registration Number  
540528

Registration Option  
(F2F)

Name  
Mary Moore

Phone  
sfo-jk-f

Email  
Mary\_Z\_Moore@baylor.edu

<< Previous Complete Registration Cancel Registration

Step 3:

Baylor University | ERS

9/13/21 Colloquium Sign Up

Wednesday, August 11, 2021 9:30 AM - Monday, August 30, 2021 10:00 PM Central Time

Location: assigned per instructor

Your registration has been saved successfully.

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## ESSAY GUIDELINES

For each colloquium session you attend, you will write an essay in response to a prompt posed by your instructor. This essay will contribute to your overall score for the session. Other parts of your score will come from your attendance at the session itself, and the quality of your preparation for and participation in the conversation. Remember, while strength in one area can help mitigate weakness in another, strength in all areas is needed for a top score, and no points will be awarded for a session in which you did not attend, participate, and submit the required essay.

Each session instructor will communicate the essay prompt and any special instructions in writing no later than 11:59 pm on the night of the colloquium. This timeline allows the instructor to take the evening's conversation into account in the essay prompt if they wish. The instructor may also, if desired, communicate the essay prompt before the session or verbally during the session itself (in which case they will also provide the prompt in writing to the session participants).

The essay will be due at 11:59 pm on the Monday following the colloquium, unless otherwise noted in this syllabus. It should be emailed directly to the session instructor. Late essays will be subject to a penalty of one point per day, beginning at 1 minute past the stated deadline. Plan to submit early—tech problems can and do happen. Don't let them affect your grade!

It is your responsibility to submit each essay according to the more general guidelines provided here and the specific prompt provided by your session instructor for each of your five colloquia. If you have any confusion regarding the two sets of guidelines, ask your session instructor for clarification and follow those instructions.

### Formatting the Essay

1. Type your name, the date of the colloquium, the name of the session instructor and the text(s) being discussed at the top of the first page.
2. Copy the entire essay prompt beneath this heading and italicize it. This section may be single-spaced.
3. Respond to the prompt in a well-organized essay of approximately 900-1000 words, double-spaced. Note: the top matter (the two points above) do not contribute to this word count.
4. The only text(s) cited in the essay should be that/those assigned for that colloquium session. Therefore, you do not need to include a works cited section. However, this is a formal academic essay and so you must still appropriately cite direct quotations, paraphrase, and summary from the assigned text(s). If no other style manual is specified, use MLA format for in-text citations.

### Guidelines for an Effective Response

**Before you attend the colloquium, read the text(s) you have been assigned carefully,** marking the passages that intrigue or confuse you as well as the ones that seem central to the points the author is making. As you know, you cannot create excellent answers to questions based on materials with which you have interacted only superficially. No matter how technically correct your essay may be, the leader may evaluate the paper as failing if the essay has no analytic depth or does not reflect a clear understanding of the primary issues addressed in the text.

**Define your thesis clearly in your first paragraph.** This thesis should be your general answer to the question or problem posed by your instructor regarding the text(s) you have read. In addition, you may want to state here how the paper will be organized, but since this is a short paper, the reader should be able to follow the organization clearly without such a statement in the first paragraph—particularly if you use topic sentences in each of the subsequent paragraphs.

**Develop three or four points to support your main claim.** Every good thesis demands development and support. Be thoughtful in developing your points, each of which requires a paragraph providing the reader with clear, specific evidence for the case that you are making. Think through carefully the order in which you present these paragraphs so that they have a logical sequence and lead from one idea smoothly into the next, building momentum for your overall purpose.

**Provide substantial evidence to support your ideas.** The colloquium instructor will not find your essay convincing if you have not used your source material effectively. Doing so will involve providing quotations (with parenthetical references to the page where the quotation is found) or, if you have paraphrased, specific examples from

the text (again, showing parenthetical page references). The answers you give should not just summarize the text. Instead, use quotations and paraphrases to show how specific details from the text itself reinforce the case you are making about it.

**Do not use outside sources.** The purpose of your writing a response is to demonstrate that you have read intelligently and carefully the assigned text, and engaged thoughtfully in classroom discussion.

**Crucially, revise this essay before you submit it.** Careful proofreading of your work and your typing is expected. An essay that indicates little or no proof of revising or spell-checking may be assigned a low grade by the Honors Program or by the colloquium instructor. Therefore, always pay attention to your paragraph structure, your sentence structure, and your choice of words. Aside from spelling and grammatical errors, a few errors that distinguish hastily written prose from clear, easy-to-read prose are the following:

- **Inappropriate or overblown words.** If you find a word in the thesaurus that you wish to substitute for another word, be careful; you may design a sentence that makes no sense.
- **Passive voice.** Often a writer presumes that the reader wants the prose to sound important. Thus, the writer is tempted to turn the words around, hoping for a more formal effect. For example, if you have read *Life and Death in Shanghai*, you might construct the following passive sentence, then recognize what you have done and revise it, using active constructions:
  - o **Passive Verb Constructions:** The ideas *presented by Nien Cheng* in this book *were written down by the author* after her home *was established* in Canada. The belief *asserted by her* is that “the Cultural Revolution could be more aptly named Cultural Annihilation” (412).
  - o **Active Verb Constructions:** *Nien Cheng began* to write the story of her six-and-one-half years in a Chinese prison after *she moved* to Canada in 1980. Remembering the way *the Red Guards had burned* books and *persecuted* anyone who had studied abroad, *she contends* that “the Cultural Revolution could be more aptly named Cultural Annihilation” (412).
- **Illogical paragraphs.** If you write a paragraph that seems to go in several directions, you have probably not spent enough time thinking about the main point of the paragraph. If you are not clear about the paragraph’s organizing idea, you can be certain your reader is going to be confused when reading it. Always begin with a topic sentence and make sure that all ideas in the paragraph clearly relate to that topic.

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## **OTHER BAYLOR RESOURCES**

### **Academic Integrity**

Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Instances of plagiarism or any other act of academic dishonesty will be reported to the Honor Council and may result in failure of the course. Not understanding plagiarism is not an excuse. As a Baylor student, I expect you to be intimately familiar with the Honor Code at: <https://honorcode.web.baylor.edu/honor-code>.

### **Academic Success**

I believe every student at Baylor can be successful and I want to partner with you to help you thrive academically. Be sure to take advantage of the many resources available for academic success. Students who regularly utilize the great resources in the Paul L. Foster Success Center (<https://successcenter.web.baylor.edu/>) are among our most successful. If your academic performance in this class is substandard, I will submit an Academic Progress Report to the Success Center so that the team of coordinated care professionals can help you get the resources you need.

### **Students Needing Accommodations**

Any student who needs academic accommodations related to a documented disability should inform me immediately at the beginning of the semester. You are required to obtain appropriate documentation and information regarding accommodations from the Office of Access and Learning Accommodation (OALA). Contact Information: <https://oala.web.baylor.edu/>; (254) 710-3605 - Paul L. Foster Success Center, 1<sup>st</sup> floor on the East Wing of Sid Richardson.

### **Title IX Office – Title IX Coordinator**

Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. If you or someone you know would like help related to an

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experience involving sexual or gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these type of prohibited conduct, please contact the Equity, Civil Rights, and Title IX Office at (254)710-8454 or report online at <https://equity.web.baylor.edu/>. The Title IX office understands the sensitive nature of these situations and can provide information about available on- and off-campus resources, such as counseling and psychological services, medical treatment, academic support, university housing, and other forms of assistance that may be available. Staff members at the office can also explain your rights and procedural options if you contact the Title IX Office. You will not be required to share your experience. **If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police Department (254-710-2222) or Waco Police Department (9-1-1) immediately.** For more information on the Title IX Office, the *Sexual and Gender-Based Harassment and Interpersonal Violence policy*, reporting, and resources available, please visit the website provided above.

### **University Writing Center**

I encourage you to visit the University Writing Center (UWC) this semester and get feedback on your writing for this course. Located in Moody Library 2nd floor West, the UWC offers free assistance to you at any stage of the writing process (brainstorming, researching, outlining, drafting, revising, editing). In their feedback, the consultants focus on higher order concerns, such as content, thesis, evidence, and organization, before grammar or style. The UWC tutors will not proofread, edit, or write your paper for you, but they will equip you with a toolbox of strategies to improve your writing, research, and editing skills. Please take the assignment prompt, your paper/text, and other materials you might need with you to your appointment. Please include my name as the professor, and a report will automatically be sent to me after your session. You can set up an appointment online at <https://uwc.artsandsciences.baylor.edu/>, call the UWC at (254)710-4849, or stop by in person.