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Graduating Spring of 2023

Associate of Science-Business, General Transfer

Honors courses:

English Composition I, Honors

English Composition II, Honors

Survey of British Literature from Romanticism, Honors

American National Government, Honors

Section 1: Demonstrating Engagement, Cultivating Curiosity, and Exploring Perspectives

Despite beginning my experience with NWACC during the pandemic and having all online classes for the first semester, I have consistently been engaged in my honors classes often being the first to answer questions or speak in class. My first two honors classes were online. As a result, engagement was more difficult but arguably more important. In English Composition I with Sabrina Chesne, we had a mixed honors and non-honors student class; often, when she would ask a question one of the five of us honors students would answer. More so, I and a few other honors students always had our cameras on which improved our engagement and our overall class experience. Also, we took a week off class to attend the Spring Arts Festival. When I attended the spring arts festival, I met my other honors professor Sharon Fox for the first time when she talked about *Pride and Prejudice* and Emojis. Next, English Composition II with Megan Looney only had eight students. Everyone (except maybe one or two people) had their camera on, a larger percentage than any other online class I have taken. With the cameras on and the daily questions, the class felt more connected and involved. I truly felt like my classmates read and cared about what I submitted to peer reviews instead of just checking off a list.



As new semesters rolled around, I gradually had more in-person classes. With only four students, my Survey of British Literature class with Sharon Fox felt like a book club. Because of the small size, the class gave everyone the space to share their opinions of the course content. In Survey of British Literature, I even had friendships that extended outside of class. Additionally, I took my American National Government class during an election period, and Matt Evans strongly encouraged us to engage politically. In fact, we took quizzes to better define and name our political affiliations. Many of my classmates had not voted yet or had only voted once, and that semester was my second time voting because I had voted earlier that year in the primaries. Because of this class, I spent time encouraging my friends and acquaintances to vote and showing them where to find information about the issues.

Consistently, my honors classes have promoted engagement through leadership. For example, in my Survey of British Literature class, I took over and taught the class for a day. Additionally, the honors students in my American National Government class created questions for the non-honors students' test reviews. To that end, the Honors Program led me to take on leadership roles throughout the college such as serving as president of Pride at NWACC for two semesters and serving on Student Senate briefly. Being involved with Pride at NWACC has connected me

to all types of students, honors and regular students alike. During my term as president, I spent time promoting Pride at NWACC, managing their group messaging platform, and planning the meetings. In addition, Student Senate connected my involvement with Pride to other clubs at NWACC and the college as a whole.

Similarly, my honors courses ensured I cultivated curiosity. My English Composition II class emphasized both the academic side and the creative side of writing. My high school only taught me academic writing, so when I entered college, I lacked any and all creative writing skill. English Composition II opened another whole section of writing. After some of these creative assignments, I became more curious about how to make even my academic writing more



creative. By the time of my Survey of British Literature class, I had the foundation to enjoy writing creatively instead of stressing while learning something new. In Survey of British Literature, one of our biggest assignments involved just doing something creative like writing a short story or making an art piece that related to our course content. I chose to write love letters between two women who should have ended up

together in the *Importance of Being Earnest* by Oscar Wilde. I enjoyed the assignment so much that I even did some unrequired research about Sappho and Boston marriages because I wanted to add some realism into the story and wanted to learn about the time period surrounding the women.

In every honors class, we consistently explored different perspectives. In English Composition I, we studied Jacob Lawrence for our first assignment. Jacob Lawrence was a cubist painter during the Harlem Renaissance; he painted the black community in Harlem telling stories of their everyday lives and their struggles. Similarly, in English Composition II, we spoke of Richard Rodriguez who was a Spanish-speaking immigrant enrolled in an English-speaking school when he moved to America. Alternatively, in British Literature, we read the book of what a misogynistic man in the 1800s believed the continuation of feminism would lead to. He included some extremely strange ideas such as old women running parliament only to find husbands and women never being truly happy because they left “their proper place” as wives and mothers. I had such difficulty understanding his perspective unlike the others because his opinions seemed so backwards. When people mention different perspectives, I think of stories like Jacob Lawrence and Richard Rodriguez because they tell us how to be more aware of our privileges and how other people go through life in a completely different way. However, this man wrote from a privileged perspective ignoring those who were disadvantaged. Because he

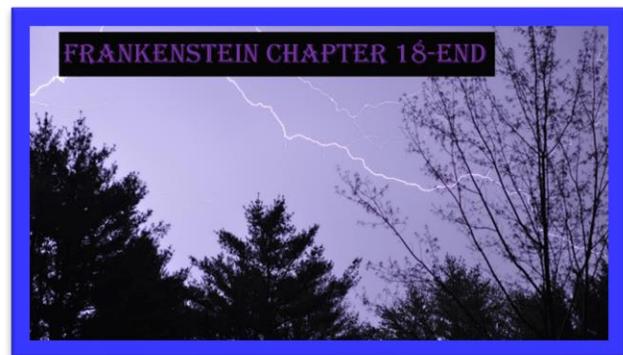
died on the wrong side of history, his voice gets lost in the crowd. I did not like his views, but I found it interesting to get a glimpse into how anti-feminist men thought during that time.

Section 2: Preparation for University

With all the honors program has taught me, I am more prepared for my next college experience. First and foremost, I learned the necessity of using all the resources provided by the school. My English Composition I class first introduced all of the college's resources to me, and one that helped the most was the Writing Center. I have sent every significant paper to the Writing Center for review, and I genuinely believe that every single time it improved my grade, especially when I earned extra credit points for using the Writing Center. Additionally, in many of my honors classes, students stayed more engaged with the class. I quickly learned that I benefited more from class by being engaged and talking in class. Furthermore, my American National Government class and Survey of British Literature class showed me how to make academic posters for end of semester projects instead of just papers. After a few semesters of college, papers became more routine, and I understood them; adding the posters gave me a new challenge. The posters will also be helpful in my future classes when I'm studying business and marketing.

Section 3: Valued Experience with Honors

My favorite memory from being an honors student comes from my favorite honors class, Survey of British Literature. The class only had four students and our professor, so every one of us read the content and all spoke in discussions about what we read, relating our lives and understanding the content. Part of being an honors student in Survey of British Literature was that I taught the class one day. In preparation for the class, I made my own PowerPoint and spoke on *Frankenstein* (which I was reading for the fourth time). We spoke about the last few chapters reflecting on the differences between Victor and Justine's trials, Victor's self-centered attitude, and Victor and Clerval's relationship. At first, nervousness about leading the class infected my brain. However, because the classroom environment was so familiar and comfortable, the nerves quickly dispelled, and I confidently spoke about some of the key points. Later, I remember sitting on the desk in front of the class and letting my classmates give their insights on the chapters. I also remember having difficulty keeping them on topic. Still, the conversation like all the others from that class were insightful and so much fun. Survey of British Literature genuinely stands as one of the most fun classes I have ever attended, and the friendship between classmates exploring literature will forever be some of my most favorite NWACC memories.



Section 4: Advice for Other Honors Students

The most important piece of advice I have for other honors students is to use all the resources that are automatically paid for with their tuition. The Writing Center has been immensely helpful with my papers (including this one). In the same way, the librarians have helped me find sources for my papers when professors' instructions were vague or material for my paper was difficult to find. Also, I cannot stress the importance of getting enough sleep and taking breaks regularly. Human bodies require sleep and rest to function, and students who take the time to rest are more energized for and better understand their difficult classes. Taking advantage of the resources at NWACC and taking care of my mental and physical health ensured that I became successful in the honors program and at NWACC as a whole.