

Tatum Baldwin



ENGL 2123H - Survey of British Literature II, Honors

ENGL 2223H - Survey of World Literature from 1650, Honors

ENGL 2113H - Survey of British Literature to Romanticism, Honors

Summer 2026

Section 1:

Throughout my time as a member of the Honors program, I demonstrated engagement, cultivated curiosity, and explored perspectives I would not have had before through exposure to Honors classes that strengthened my skills. One of the most significant ways I demonstrated participation was by actively engaging in my Honors class discussions. In my Honors classes, we had many activities in which we would share thoughts and theories out loud about works that we read, such as poetry. By taking part in Honors classes, I was encouraged to share my viewpoints out loud and respond to my peers' perspectives to share insights with one another. It was hard at first to push myself to be actively responsive and to contribute, because I often found myself feeling uncomfortable with the idea of sharing my thoughts and opinions out loud. However, the program is excellent at being able to create an environment in which students are comfortable expressing their perspectives, and it encourages others to engage with one another. Also, being highly encouraged to participate in group activities and discussions were effective in participating in the program. In many of my Honors classes, we were highly encouraged to form groups in which we would discuss poems we read or dissect works of literature. This method of engaging with one another was helpful in participating with other Honors students and being involved closely with the works we were analyzing. Although a bit slowly, I was able to become

comfortable and accepting of engaging in my Honors classes and sharing my thoughts. For instance, in my Brit Lit II class, we were discussing the poem “The Tyger” by William Blake, my interpretation of the poem was challenged by my peers who had their own perspectives on what the poem was trying to say. Because we were in disagreement, we were actually able to learn more about the poem now that we were discussing it more deeply due to our differences. The program also expanded my ability to cultivate my curiosity towards learning. In many of my Honors classes, such as my British Literature courses, we were encouraged to analyze texts more critically about the works that we read. For example, in many of the English-related Honors courses, we were encouraged to think differently about the works that we had read and to consider other perspectives on the works and how they could interpret the text itself. Without having gained the curiosity that the program has facilitated in me, I would not have the skill to view ideas from an entirely new lens, or how to connect texts and works from the past into our current society. And finally, the program has shaped me to think more about the community around me and how to understand more about others and connect with them. Throughout my time in the program, I have had the absolute pleasure of meeting so many different people that taught me that others will interpret ideas differently, and to be comfortable with being challenged by others perspectives that differed from my own. Over time, I learned to accept change, and that discussion will grow from disagreements.

Section 2:

In addition to the benefits I gained in cultivating my curiosity, demonstrating engagement, and exploring new perspectives, I gained skills throughout my time in the Honors program that will be entirely indispensable to me during my time when I go to university. The most important skill that I was able to cultivate the most would be my writing skills. During my time at NWACC and in the Honors program, Although it was difficult to write my essays at first, I wrote many essays in which I was given carefully curated feedback by my professors which aided me in my journey to becoming a better writer. This will be hugely valuable to me during my time in university, as my proficiency to plan an essay and outline it, and also go back and critique my own work for revision, is of immense value to me as I will be writing many essays once I get to university. The writing proficiency that I developed paid off when, in my English Composition II course, my professor asked if she could use an essay about myths and folklore as an example to her future students, and this is one of my proudest accomplishments here at NWACC! Along with my writing skills, comes the skills of researching a topic and finding quality sources and learning more information about that topic. As I wrote many analytical essays, I was able to differentiate between a quality, academic source that will be good for my essay and a source that I should look over before choosing. Although I learned many tangible skills while in the Honors program, I also learned skills that will be invaluable to me while at university that you cannot just see or feel. One of the skills would be my capability to communicate effectively. While I continue to grow this skill, I have become more confident in my ability to communicate with others. By confidently meeting new people and sharing my

perspectives with them, I have stepped out of my comfort zone and built up my ability to engage with my peers.

Section 3:

One experience from my time in the Honors program that I would like to share would be my Honors British Literature I course that I took in the fall semester of my second year at NWACC. It is my favorite course that I took here at NWACC, and I am so grateful that my friend from my English Composition class convinced me to take it with him and to take the Honors version of it. In that course with Professor Jacqueline Jones, I read so much and learned things I wouldn't have experienced otherwise if I had chosen not to take this course. Previously, I was much opposed to the idea of reading poetry, as I had read it in high school and did not appreciate it very much. However, in Professor Jones' class, I read some poetry that I adored massively and I developed an appreciation for poetry in my other Honors courses. Also in that course, I met other students that I became friends with, and I still talk to them and we take other Honors classes together! I loved being able to participate in the group discussion that we would have regarding the poetry or the longer works that we would read in class. I valued being able to share my experience with reading the works, further analyzing it and learning more than I would not have without the class. And I also appreciated hearing my peers' perspectives and understanding their thoughts and feelings about the works. The class really felt like a community of students who all enjoyed the work that we were doing. It was wonderful being a part of that community, which felt like a space where we could safely share our ideas and connect with one another. The conversation I would have with my peers would make my experience feel that much more meaningful, and I am deeply grateful to have had the opportunity to have taken that class.

Section 4:

My advice for a new member of the program would be not to be afraid to put yourself out there and to take advantage of the opportunities that the Honors program provides. Although it may be a bit scary to expose yourself to unfamiliar ideas, it will be massively rewarding to yourself and your future to learn how to put yourself out there and experience something that you would not have been able to before. Don't be afraid to start slow and work yourself up to it, give yourself some grace and some patience, but do not let yourself miss out on opportunities that will help you out in the long run!