

HON 100: Honors Rhetoric

Section 1001

Fall 2021

Course Information:

- Location: Remote instruction
- Days and Times: Monday and Wednesday, 8:30-9:45 a.m., excluding university recesses

Office Information:

- Location: Beverly Rogers Literature and Law Building (RLL) #143
- Email:
- Phone:
- Office Hours: Mondays 1:00 p.m.-2:15 p.m., Thursdays 10:00 a.m.-11:15 a.m., and by appointment (note: regular office hours only observed on days of regular University operation, excluding holidays and recess periods)

Course Description:

Stephen King wrote, that the purpose of writing is “enriching the lives of those who will read your work, and enriching your own life, as well.” This section of Honors Rhetoric invites students to approach writing and rhetorical awareness less as matters of academic study than fundamental building blocks to a life of critical thought, reflection, and expressing one’s own ideas and arguments in a clear manner.

This course will use a literary anthology as its primary text. Be prepared to read, reread, and think both independently and collaboratively with your classmates in response to work assigned. Please also be prepared to write and rewrite (because writing is rewriting) on a regular basis, both in and out of class.

Honors 100 Learning Outcomes:

In this course you will learn:

- to evaluate the strengths and weaknesses of your own writings and that of others
- to revise a single essay through several drafts
- to read and write *critically* with attention to the use of evidence
- to use conventions of format, structure, and language
- to understand argumentation as a process of understanding a range of views and treating opposing views respectfully
- to use research, reading, and writing as tools for questioning, critical thinking, and informed communication
- to address purpose and audience effectively in a research essay
- to utilize appropriate research strategies and evaluate primary & secondary sources
- to summarize, paraphrase, and synthesize research material

- to plan and to organize a research essay, integrating and documenting sources

University Undergraduate Learning Outcomes:

- Intellectual Breadth and Lifelong Learning: Interpret essays their historical, social, economic, scientific, and other contexts [UULO 4A; assessed primarily through classroom activities, secondarily through papers]
- Communication: Construct arguments using the conventions of academic writing [UULOs 2F and 3A; assessed primarily through formal papers]
- Identify and select a personal path through self-reflection and academic and vocational exploration [UULO 1F; assessed primarily through formal writing assignments]
- Inquiry and Critical Thinking: Demonstrate clear understanding and critical thinking application on the theme [UULOs 2F, 3A, and 5F; assessed primarily through weekly writing responses]
- Global/Multicultural Knowledge and Awareness: Demonstrate knowledge of major world cultures via a familiarity with writings and movements [UULO 1A; assessed primarily through responses and discussions]

Required Texts:

- *Ways of Reading* (11th edition), ISBN: 978-1-319-04014-7
- Bedford/St. Martin's *A Pocket Style Manual* (8th edition), ISBN: 978-1-319-05740-4
- Supplemental Readings (PDFS available on Canvas)

Course Requirements/Grading:

*Per Honors College requirements, this course requires a minimum of 25 written pages, a minimum 20 of which must be formal academic writing. These pages will be encompassed by the assignments listed below:

• Five-Paragraph Essay Assessment (1-2 pages)	5%
• Initial Artifact Analysis (2-3 pages)	10%
• Annotated Bibliography (6-8 pages)	15%
• Initial Research Integration (3-4 pages)	10%
• Researched Argument Essay (4-5 pages)	20%
• Creative Non-Fiction Essay (4-5 pages)	15%
• Reading Response Journals	10%
• Engagement, Participation, and Attendance	10%
• Required Writing Center Visit	5%
• Extra Credit	Up to 3%

Synopsis of Graded Items (fuller instructions for each of these items will be distributed in or discussed in class):

Five-Paragraph Essay Assessment

This assignment is designed for me to learn about your experience, skills, and comfortability with academic writing as you enter course. The assignment is short and carries relatively little weight for your overall grade, but please do take seriously the process of writing this essay, as well as the feedback you receive from it. A prompt with more detailed instructions will be distributed in class.

Initial Artifact Analysis

Students will identify an artifact of appropriate scale to write a detailed 2-3 page analysis of what it is and what it is doing. This assignment is *not* argument-driven (no thesis statement!) and not to involve more than cursory research (research is not required, though using 1-2 sources may be appropriate depending on the artifact at hand). A prompt with more detailed instructions will be distributed in class.

Annotated Bibliography

Students will identify 10 research sources related to their original artifact (not necessarily limited to the artifact itself, but including its themes or concerns, its creation, a specific element of it, etc.), from the prescribed categories, cite them using MLA formatting, and provide a paragraph to summarize each source and its relevance to your artifact. A prompt with more detailed instructions will be distributed in class.

Initial Research Integration

Working from the raw materials of the Initial Artifact Analysis and Annotated Bibliography, students will begin to craft an essay that poses an argument related to artifact. Students will submit this assignment on a staggered schedule for full-class review and discussion with an eye toward revision, further development, and progress toward the Researched Argument Essay. A prompt with more detailed instructions will be distributed in class.

Researched Argument Essay

Students will craft 4-5 page, thesis-driven argumentative essays that successfully integrate and cite research sources. A prompt with more detailed instructions will be distributed in class.

Creative Non-Fiction Essay

With the foundation of argumentative, analytical, and research-based writing at hand, the class will turn its attention to a 4-5 page essay of creative non-fiction. A prompt with more detailed instructions will be distributed in class.

Reading Response Journal

Students are expected to journal their responses to class readings. The purpose of journaling is not to merely summarize the reading (though some degree of summary may be necessary to contextualize further writing), but rather to brainstorm big questions generated by the reading, interpretations, arguments, and key observations. Think of the Reading Response Journals as fodder for your contributions to class discussion posts.

There are no length requirements for individual reading responses, though roughly a half-page, double-spaced is a good rule of thumb.

While there are technically no right or wrong responses to readings, responses must demonstrate evidence of having completed the reading assignments themselves. I will check in with students in danger of doing poorly in this aspect of the course by mid-term to afford you the opportunity to correct course. Please note that **a total of 10 or more journal entries** that earn a “Complete,” without significant critical feedback, submitted by the last day work is due for this class will earn full credit for this aspect of the course.

A few clarifying notes:

- There are fewer journal entries required than readings. This is by design to allow for those few times when you may not know how to respond to a specific reading, or not have time to complete the reading thoughtfully and/or compose a thoughtful response.
- While I will accept journal entries until the end of the semester to accommodate for students occasionally falling behind or forgetting to upload work in a timely fashion, I strongly encourage you to write and submit as we go. This is designed to be a task that would take less than ten minutes of your time per entry along the semester, but can become an overwhelming task if you attempt to do it all at once right before the final due date.
- I will ask that, at minimum, you turn in your first entry during the first two weeks of class so I can confirm you have the right idea for this assignment.

Engagement, Participation, and Attendance

While attendance is mandatory, and a component of your Engagement, Participation, and Attendance score, simple physical presence alone is not enough to earn full credit for this element of the class. Students are expected to be regular, vocal contributors to the class discussion and do so in a way that demonstrates having completed all assigned readings in a thoughtful manner.

Answering phone calls and text messages during class time is not appropriate. Students observed to be texting; engaging with social media; playing games; reading, watching, listening to unrelated media; or otherwise distracted from class participation with their devices will be marked absent for the day at my discretion.

If you miss class for any reason, you are still responsible for the material and content of the class and for any assignment given for the next class. It is your responsibility to contact me and to pick up (from my office) any handouts or essays.

****If you miss more than 4 classes (the equivalent of two weeks of class), you will lose 2 points per additional absence, up to the 10 points available for this aspect of the course.****

****If you miss more than 12 classes (the equivalent of six weeks of class), it will not be possible to pass the course, unless you have worked out individual arrangements with me.****

Regarding absences due to religious holidays and university activities: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es). See more information below.

While the Group-Led Discussion and Reading Response Journal elements of the course constitute separate graded items, work from these aspects of the course may supplement your Engagement, Participation, and Attendance scores if your work in either enriches the larger class discussion.

Required Writing Center Visit

For HON 100, we require you to visit the Honors College Writing Center. Utilizing the Writing Center comprises 5% of your course grade ([schedules posted here](#)). Make sure you sign in and select “Notify my instructor” on the registration form.

Extra Credit

Students may attend workshops coordinated by the Honors College Writing Center and write one-page response papers. Each workshop attended and paper submitted may earn up to 1% of extra credit toward your overall grade, for a maximum total of 3% grade enhancement. (In other words, students may attend workshops and submit response papers up to three times for extra credit.) [A schedule of workshops is posted here.](#)

I may offer additional extra credit opportunities at my discretion later in the semester, but there will remain a maximum of three points of extra credit available for each, individual student.

Late Work

Work handed in late will suffer a 5% grade decrease per day. (An A- paper will become a B+, and so forth).

Grade Scale

- A 94-100
- A- 90-93
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 74-76
- C- 70-73

R is assigned for anything below a C-. Note that your paper does not pass if you receive an R. An R means that you must REWRITE to pass the assignment. If you do not rewrite the paper, it will be assigned a zero.

Ethics and Plagiarism:

You are expected to do your own original work, no matter how minor. Whenever you borrow graphics, quote passages, or use ideas from others, you are legally and ethically obliged to acknowledge that use, following appropriate conventions for (MLA) documenting sources. To borrow someone else's writing without acknowledging that use is an act of academic dishonesty, whether you borrow an entire report or a single sentence. An act of plagiarism will result in an F for the course and you will be reported to the University Committee of Student Ethics.

If you are ever unsure about how to properly cite a source, you need only ask, or visit the UNLV Writing Center's web page for instructions.

University Policies:

- [Academic Policies](#)
- [Student Services & Activities](#)
- [University Policies](#)
- [University Community & Libraries](#)

Public Health Directives

[Face coverings are mandatory for all faculty and students in the classroom.](#) Students must follow all active UNLV public health directives while enrolled in this class. Please see [UNLV public health directives](#). Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](#), including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](#).

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as pagers and cellular phones, or potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced most instruction to be delivered remotely starting on March 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves

with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Please see additional [copyright policy information](#).

Disability Resource Center (DRC)

[The UNLV Disability Resource Center](#) (SSC-A, Room 143, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#).

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](#), which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](#) website. You can also ask the library staff questions [via chat and text message](#).

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](#) webpage.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](#) or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](#), located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center,

telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Class Schedule:

****Unless otherwise noted, all assignments are due by 11:00 a.m. on the date listed****

Week 1

08/23 Introduction to Course and Syllabus

08/25 **Reading:** *Ways of Reading*: Introduction, up to “Working with Difficulty”(1-12)

Week 2

08/30 **Reading:** *Ways of Reading*: Anzaldua, “How to Tame a Wild Tongue” (26-38),
Canvas: Music video for “(Everything I Do) I Do It For You” by Bryan Adams

Assignment: Bring Five-Paragraph Essay Draft to class for in-class work

09/01 **Reading:** *Ways of Reading*: Appiah, “Racial Identities” (42-63)

In-Class: Introduction to Initial Artifact Analysis

****Assignment:** Five-Paragraph Essay Assessment Due via Canvas**

Week 3

09/06 **Labor Day Recess, No Class**

09/08 **Reading:** Canvas: Lamott, “Shitty First Drafts”

Week 4

09/13 **Reading:** Canvas: Oestreich, “This Essay Doesn’t Rock”

In-Class: Introduction to Annotated Bibliography

****Assignment:** Initial Artifact Analysis Due via Canvas**

09/15 **Reading:** *Ways of Reading*: Bird, “Autobiography as Spectacle” (173-181)

In-Class: Introduction to Library Research; **meet in Library—more details to follow**

Week 5

09/20 **Reading:** *Ways of Reading*: Rodriguez, “The Achievement of Desire” (533-550)

09/22 **Reading:** Canvas: Brosh, “This Is Why I’ll Never Be an Adult”

****Assignment:** Annotated Bibliography Due via Canvas **

Week 6

09/27 **Reading:** Canvas: Shoemaker, “Andre the Giant;” Kaneko: “Selected Legends of Andre the Giant”

09/29 Initial Research Integration Work Day

Week 7

10/04 **In-Class:** Initial Research Integration Workshop 1

10/06 **In-Class:** Initial Research Integration Workshop 2

Week 8

10/11 **In-Class:** Initial Research Integration Workshop 3

10/13 **In-Class:** Initial Research Integration Workshop 4

Week 9

10/18 **In-Class:** Initial Research Integration Workshop 5

10/20 **In-Class:** Initial Research Integration Workshop 6

Week 10

10/25 **Reading:** *Ways of Reading*: Pollan, “Nutritionism Defined” (491-504)

10/27 **Reading:** *Ways of Reading*: Percy, “The Loss of Creature” (472-484)

Week 11

11/01 **Reading:** *Ways of Reading*: Coates, “Between the World and Me” (277-286)

11/03 Work day and peer review exercise for Researched Argument Essay

Week 12

11/08 **In-Class:** Introduction to Creative Non-Fiction Essay

****Assignment:** Researched Argument Essay Due via Canvas **

11/10 **Reading:** *Ways of Reading*: Lerner, “Contest of Words” (419-429)

Week 13

11/15 **Reading:** Canvas: Walters, “When the Sea Comes for Us”

11/17 **Reading:** Canvas: Russell, “Haunting Olivia (1-20)

Week 14

11/22 ****Assignment:** Creative Non-Fiction Essay Due via Canvas**

11/24 TBA

Week 15

11/29 **In-Class:** Reading from Creative Non-Fiction Essays

12/01 **In-Class:** Reading from Creative Non-Fiction Essays

Reading: Canvas: Lamott, “Finding Your Voice”

****Assignment:** Researched Argument Essay OPTIONAL REVISION Due via Canvas**

Finals Week

12/08 ****Assignment:** Creative Non-Fiction Essay OPTIONAL REVISION Due via Canvas**

12 p.m. FINAL DEADLINE for any late work, Reading Response Journal entries, Extra Credit reports, or other material to be considered in the determination of final grades for the course

The above schedule and procedures in this course are subject to change.