

Honors 100.1001 Rhetoric
 Spring 2016
 Dr. XXXXXX XXXXXX
 T, Th, 1:00-2:15 PM
 CBC C 142

Office: RLL Xxx
 (702) 895-XXXX
 Email: xxxxxx.xxxxx@unlv.edu
 Office Hours: T, Th 11:35-12:35 AM, W 10:00-11:00 AM and by appointment

“Writing, like every other complex craft, takes most of us years to master. In that apprenticeship period, many of us experience a great deal of frustration, rejection, and failure. Indeed, one thing that successful writers share is their ability to tolerate defeat and soldier on.”

Mary Pipher

“It’s important to try to write when you are in the wrong mood or the weather is wrong. Even if you don’t succeed you’ll be developing a muscle that may do it later on.”

John Ashbery

“Do you want to do intellectual work? Begin by creating within you a zone of silence, a habit of recollection, a will to renunciation and detachment which puts you entirely at the disposal of the work.” A.D. Sertillanges

“There is no such thing on earth as an uninteresting subject; the only thing that can exist is an uninterested person.” G. K. Chesterton

“One must be an inventor to read well. . . There is then creative reading as well as creative writing. When the mind is braced by labor and invention, the page of whatever book we read becomes luminous with manifold allusion.” Ralph Waldo Emerson, “The American Scholar” (1837)

This writing intensive course will help you develop your responses to challenging texts and ideas through brainstorming, freewriting, revision, and critical conversation. The readings and writing assignments will encourage you to reflect on your experiences and our cultural practices and to, in Gerald Graff’s words, “find things to *say* about” texts, so you can participate in university culture and become increasingly independent as a scholar.

This is a writing workshop. Be prepared to write and rewrite (because writing is rewriting) regularly in and out of class. Be prepared to read, reread, and think critically about what you read. The ability to read carefully, closely, and critically is an invaluable skill, one that will enhance your writing process.

Some points to keep in mind for writing success

*This is an Honors class. This designation recognizes your abilities and accomplishments. It also asks that you push yourself to improve, that you challenge yourself, and that you welcome the opportunity to develop your writing. Be prepared to write numerous drafts.

*Be prepared to work on more than one project at a time. (Our assignments are linked, so this will not be so difficult.) Creative intellectual work requires time for reflection. When I ask you to begin brainstorming, please do so. This process will also provide helpful training for your future professional life, which will require you to juggle numerous deadlines.

*When a person critiques your work vigorously, it is a sign of respect. It takes time to reflect on and respond to a work. To simply say “it’s fine, do nothing” requires no effort. Be thankful for the editor who provides you with constructive feedback. Read and study carefully all the comments you receive.

*As an editor, respect the writer with whom you are working. Take the time to reflect on the writer’s work.

*Do not procrastinate. Give yourself plenty of time to write, and be prepared to work on more than one project at the same time. You can do this successfully if you manage your time well.

* Read, read, read!

* You are responsible for the information on the syllabus. Refer to it regularly, and be prepared for changes. Keep in mind, that sometimes the plan may change (depending on the needs of the class), and you will need to add these changes to the syllabus.

*Do not hesitate to visit my office hours. If you are feeling stuck, frustrated, or excited about your work come see me. I love to talk about the writing process, and I am here to help you. Similarly, please, please speak with me if you can't read my handwriting or you do not understand a comment on your essay.

Learning Outcomes

In this course you will learn

- to evaluate the strengths and weaknesses of your own writings and those of others
- to revise 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 that seeks to understand a range of views and that treats 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 design and implement appropriate research strategies
- to evaluate primary and secondary research sources
- to summarize, paraphrase, and synthesize research material
- to plan and to organize a research essay
- to integrate and document research sources.

Required Texts

Ways of Reading (9th edition), Bartholomae and Petrosky
Bird by Bird: Some Instructions on Writing and Life, Anne Lamott
A Pocket Style Manual (7th edition) Diana Hacker, Nancy Sommers

Required Materials

Notebook with one section for in-class writing journal and one section for class notes (to be kept separate from journal)

Four folders for essay submissions (See me!)

In-Class Activities

In-class activities will include

*discussions of assigned readings

*workshops related to the current assignment including exploratory writings, planning, drafting, revising and editing

*collaborative exercises and peer response sessions.

You are required to participate in all in-class activities.

Grading

Essays 1 & 2 (4-5 pages) 40% (20% each)

Essay 3 (7-8 pages) 30% (Annotated Bibliography and Research Plan 15% of grade)

Essay 4 (4-5 pages) 10%

Out-of-Class Journal 10%

Class Attendance and Participation 10% (In-Class Journal 5% of this grade – In Class

Participation and Attendance – 95%)

Requirements

Readings

We will discuss the readings (so you will have read them and responded to them in your journal) on the day that they appear on the syllabus. Please do the reading in a timely fashion. You will enjoy the class more if you have done the work.

The reading journal questions should encourage you to develop your own insights. You should not expect to rely on or accept my readings of the text. I will not provide you with definitive interpretations of the essays. The writing process will allow you to develop your understanding of and arguments about the readings.

At times these readings may feel difficult. This is intentional. This course is designed to demonstrate how rereading and rewriting will help you to wrangle with challenging material for university-level work.

Journals

Please bring your in-class journal to every class. Your journal will provide a space for you to respond to in-class writing assignments, to record your reactions to the class readings, and to create a research plan. For the in-class journal, use a notebook devoted to in-class assignments.

You must type the out-of-class journals. Unless otherwise noted, your entries should run 2-3 typed double-spaced pages in Times New Roman 12-point font (1 inch margins). Within the document, please mark each entry by date. Remember 2-3 pages. You may go over, but do not stop short. The goal is to generate and develop ideas, to move beyond surface discussions in both your formal and informal pieces.

Please note that while the journal is a space for informal writing, it is still an academic assignment. Please omit inappropriate language and/or subject matter. The journal is not for complaining – it is for exploring your ideas. Still, you may occasionally have an entry that you do not wish me to see. You can fold that page over, and I will not read it.

Please note the days I will collect the journal. After the first collection, there will be no make-ups. Be sure to get it right the first time.

Formal Essays

Writing is rewriting. Consequently, you will submit at least three drafts of four essays. Two of these essays will be 4-5 pages; essay 3, informed by research, will be 7-8 pages. Essays 1, 2, & 3 will adhere to the academic essay format while essay 4 will challenge you to play with an alternative form.

PLEASE CAREFULLY STUDY THE ESSAY SUBMISSION POLICY THAT WILL BE DISTRIBUTED.

In class, we will be reading and responding to anonymous drafts of your essays.

All drafts of all essays must be typed. If a draft is not typed, it will be marked late. (See late policy below.) I will respond to the first draft (without grading it), and you will bring in the second draft for peer editing. You will then be paired with another writer in the class, and you will edit your partner's paper. I will distribute a list of questions to help the process. (Please note that these sheets will be graded.) I will grade the third draft, and you will have the option, for essays 1, 2, & 3 to write a fourth one. **For this fourth draft, you will need to attach a one-page typed overview of the changes you have made. Please include a discussion of how those changes have improved your paper. I will not accept your fourth draft without this cover sheet.** (Feel free to work with me during any stage of this process.)

For essay 4, you will not be able to submit a formal 4th draft, but you will still have the opportunity to visit me with your drafts. In other words, the grade you receive for draft 3 of essay 4 will be your final grade for this assignment.

Writing is rewriting, and rewriting requires more than copy-editing. A revised essay contains significant changes that have allowed the writer to develop his/her argument. You may share these revisions with me. While you are required to submit three drafts of each essay, you may show me many more than that.

Assignments are due at the start of class on the due date. When an essay is due, you should turn in your final copy, all drafts, and any comments in a folder. (Please keep copies for your own files. Essays can get lost.) All drafts should be clearly marked (as 1st or 2nd ...). At least for the duration of the course, do not throw any draft away.

Late Work-Work handed in late will be lowered a grade per day. (An A- paper will become a B+, and so forth.) This policy also applies to drafts. If you miss a peer editing session, you must make it up, and then your essay will be marked late. If you do not complete a separate peer-editing session, your final essay grade will be lowered an entire letter grade. If you miss a draft, your final essay grade will be lowered an entire letter grade. You will be allowed one free late assignment. The assignment must then be submitted at the beginning of the next class.

Important:

All written work must conform to standard English usage. Failure to meet such standards will affect the grade. Furthermore, in order to receive at least the passing grade of “C,” all written work must be in the proper format, of the required length, typed, double-spaced in Times New Roman 12-point font, free of systematic grammatical errors, and accompanied by all rough drafts and any other exercises as specified on the essay assignment sheet. Meeting these requirements does not mean that you will automatically earn a “C,” but it does guarantee that your paper will be read closely. If a paper does not meet the minimal requirements, I will return it to you, and it will be considered late.

If your essay does not receive at least a “C,” you will receive an “R” for “rewrite.” **An “R” is not a passing grade. If you do not rewrite satisfactorily an “R” essay, it will be considered an “F” at the end of the semester.**

The grades you will earn for your essays are as follows:

A 96
A- 92
B+ 89
B 86
B- 82
C+ 79
C 76

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 flunk.

Class Conduct

Everyone should respect the class as a place for learning, both for us individually and for everyone else. Personal computers may be used during lecture and discussion for note taking. Internet usage in class is distracting to other students and should be avoided. All personal electronic devices such as MP3 players and cell phones should be turned off during the whole class time. Answering phone calls and text messages during class time is not appropriate. Let me repeat: NO TEXTING. If you do, you will be asked to leave class for the day, and you will receive an absence. Please remember that the classroom is not the place for taking naps, eating meals, conversing with friends, or working on assignments for other classes. Demonstrating respect for your peers is absolutely essential to a good group learning process. This includes tolerance of differing opinions, using your listening skills (in addition to your talking skills), and refraining from personal attacks. Violations of academic integrity, such as plagiarism and cheating will not be tolerated.

Class Participation and Attendance (Be sure to read – Very Important!)

Regularly, I will bring your essay or excerpts from an essay (the names will be removed) to class for discussion. This is a workshop. You must be in class to study and respond to your classmates’ writing.

Class Participation and Attendance is required. You must read, and come to class **with your text** prepared to discuss what you read. If you come to class, and sit quietly without a sound, you have earned a C for the day’s participation. If you come to class, share ideas, ask questions, and respond to comments and questions (mine and your classmates’), you will earn an A for the day. If you come to class, and text, email, or sit on Facebook (oh no!!), that is an F for the day! Let me repeat -- no texting! No trips to the restroom. We’re only together for 75 minutes. (Of course I understand emergencies ☺!)

Late Policy

If you are over fifteen minutes late twice, it is an absence. If you are late within fifteen minutes four times, that’s another absence. Please be on time. Repeated early departures will also translate to absences.

Absences

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 3 classes, your Participation/Attendance grade will fall a full letter grade. If you miss more than 4 classes (the equivalent of two weeks of class), you will not pass the class. Note that I do not distinguish between “excused” and “unexcused” absences. The only exceptions follow university policy on religious holidays and university activities. (See below under **University Policies**).

FINAL GRADES SCALE

A+ (not relevant for Final Grades) 97-100
 A 93-96
 A-90-92
 B+ 87-89
 B 83-86
 B 80-82
 C+ 77-79
 C 73-76
 C-70-72
 D+ 67-69
 D 63-66
 D- 60-62
 F (59 and below).

UNIVERSITY POLICIES

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

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. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **January 29, 2016**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester

for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

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 CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Week 1

T 1/19 Introduction

Th 1/21 “Introduction” *Ways of Reading* 1-20

From Gerald Graff’s *Clueless in Academe* (handout)

ACADEMIC WRITING IN THE U.S. from St. *Martin’s Handbook* – In class **14-22, 782-785**

504-10

Out-of-class Journal: Reflect on the editors’ (of *Ways*) choices. Why these readings? Why these assignments? Compare, connect these points with Graff’s. What do professors expect from their university students? 2-3 pages Submit **Journals**

Week 2

T 1/26 Lamott, “Introduction” and pgs. 3-15, 21-27

Miller, “The Dark Night of the Soul” pgs. 420-442

Out-of-Class Journal 1st response: List questions you have of Miller’s essay. Pick one and begin to respond. 1-2 pages

2nd response # 1 (“Questions for a second reading,” pg. 444) 1-2 pages

Submit Journals

Th 1/28 Miller continued

Out-of-Class Journal #2 pg. 444, 2-3 pages

Submit Journals

Lamott, “Short Assignments,” pgs.16-20

“Perfectionism,” “School Lunches” & “Polaroids” pgs.28-43

A Pocket Style Manual (from now on referred to as Manual) “MLA Papers” pgs. 107-173 skim, but read carefully pgs. 110-119 -- note “dropped quotation” discussion on pg. 116

Week 3

T 2/2 Miller continued

Out-of-Class Journal: #4, pg. 445, pgs. 2-3 **Submit Journals**

Lamott “Writer’s Block,” pgs. 176-82,

Th 2/4 Essay 1 Draft 1 Due

In-class “Habits of the Creative Mind” Richard E. Miller and Ann Jurecic

<https://www.youtube.com/watch?v=Hg8lxEAA6s>

Manual “Avoiding Plagiarism” pgs. 110-113; 103-105; 177-180

Quoting - pgs. 110-119

Week 4

T 2/9 The Revision Process” HANDOUT

Lamott, “Looking Around” & “The Moral Point of View,” pgs.97-109, “Finding Your Voice,” pgs. 195-201

Out-of-Class Journal: “Morning Pages,” 2-3 pages

Th 2/11 Essay 1 – Draft 2 Peer Editing

Lamott, “Someone to Read Your Drafts,” pgs. 162-71

Manual (Read and bring to class.) “Clarity” pgs. 1-20)

Week 5

T 2/16 Essay 1 – Draft 3 Due

Manual on sentences pgs. 4-8, 11-14 on “mixed constructions” and “misplaced and dangling modifiers”

Th 2/18 Pratt, “Arts of the Contact Zone” pgs. 483-498

Out-of-Class Journal: 1st response: List questions you have of Pratt’s essay. Pick one and begin to respond. 1-2 pages

2nd response: #2 pg. 498 2-3 pages **Submit Journals**

Week 6

T 2/23 Pratt continued

Out-of-Class Journal: #1, pg. 498, 2-3 pages

#4 pg. 498, 1 page **Submit Journals**

Th 2/25 Pratt continued **Essay 2 Draft 1 due**

Week 7

T 3/1 **Manual** “Research” pgs. 90-105

Out-of-Class Journal: Initial brainstorm—ideas for essay 3, 2-3 pages

Submit Journals

Th 3/3 Essay 2 **Draft 2 Due -- Peer Editing**

Week 8

T 3/8 Essay 2 **Draft 3 Due AND LIBRARY TRIP -- MEET IN THE PIOCHE ROOM**

Manual, Return to pages 92-99 -- Scholarly vs. Popular

Library Trip

Journal: Brainstorm ideas for Essay 3, 2 pages (Show this to me in class.)

Th 3/10 Submit **Research Plan with research question/topic. 1 page, typed**

Week 9

T 3/15

Th 3/17 **Research Question and Critical Annotated Bibliography Due For Essay**

In Class Brainstorm for essay 3

Week 10

T 3/22 Spring Break – no class

Th 3/24 Spring Break – no class

Week 11

T 3/29 **Essay 3 Draft 1 Due for in-class work**

Th 3/31 **Essay 3 Draft 1 Due**

Week 12

T 4/5

Th 4/7 **Essay 3 Draft 2 Due** -- Peer Editing

Out-of-Class Journal: Morning pages, 2-3 pages

Submit Journals

Week 13

T 4/12 **Essay 3 Draft 3 Due**

In-Class – Creative Non-fiction handouts

Th 4/14 Doyle, “Joyas Voladoras” pgs.273-75

Out-of-class journal: #1 and #2, pg, 275. 2-3 pages

Week 14

T 4/19 Adam Gopnick, “Introduction,” *The Best American Essays: 2008* (Handout)

Journal: 2 pages – Brainstorm ideas for essay 4

Th 4/21 **Essay 4 Draft 1 Due -- Peer Editing**

Week 15

T 4/26

No more written feedback for drafts of Essays 1 and 2 submitted on or after this date. In other words, from this date on, you can no longer submit online revisions to me for feedback. You may visit my office hours for feedback. Depending on demand, the time spent on your essays may be limited. Do not wait until the last minute.

Th 4/28 **Essay 4 Draft 2 Due**

Week 16

T 5/3 Lamott, “The Last Class,” pgs. 225-37

No more written feedback for drafts of Essay 3 submitted on or after this date. In other words, from this date on, you can no longer submit online revisions to me for feedback. You may visit my office hours for feedback. Depending on demand, the time spent on your essays may be limited. Do not wait until the last minute.

Th 5/5 Last Day of Class

Essay 4 Draft 3 Due No email submissions taken. All final drafts should be in folders with earlier copies and comments

Research Quiz

SUBMIT REMAINING JOURNALS, ENTRIES

SUBMIT IN-CLASS JOURNALS

Friday 5/6 Final Copies of Essays 1 and 2 due by noon in Honors College. No email submissions taken. All final drafts should be in folders with earlier copies and comments

Thursday, 5/12 Essay 3 Final Draft Due by noon. No email submissions taken. All final drafts should be in folders with earlier copies and comments

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