

## HON 100: Honors Rhetoric Fall 2022

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### Instructor Information

**Instructor:**

**Email:**

**Phone:**

**Office:**

**Office Hours:**

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### Class Meeting Information

Section	Day	Time	Location
1002	Wed	8:30-9:45 am	WRI C209
1003	Wed	10:00-11:15am	WRI C209

**A Note on the Hybrid Course Format:** As I'm sure you have noticed, our class only meets on Wednesdays for one in-person session each week. Please be prepared for additional online assignments and activities that will make the best use of the other half of class instructional time.

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### Course Description

This writing-intensive course will help you develop your responses to challenging texts and ideas through brainstorming, free writing, 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 researcher and writer. This course is also a writing workshop, so be prepared to write and to revise that writing 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.

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### HON 100 Learning Outcomes

In this course, you will learn to . . .

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

- Hacker and Sommers. *A Pocket Style Manual*. 9<sup>th</sup> edition. ISBN: 978131916954. **Print version only.**
- Class readings posted to WebCampus/Canvas.
- Plenty of pens (including blue ink for revision and peer review).
- Highlighters (for revision and peer review).
- Loose sheets of 8.5 x 11- inch, college ruled paper (or a “clean tear” notebook).
- Folder or small binder to hold informal writing and other class materials.
- Thumb drive or cloud-based storage for file backup.
- Access to Rebelmail, WebCampus/Canvas, and other online class resources.

## Grading

### Assignment Categories

Participation	10
Short Responses (at least 5, one page each)	10
Diagnostic Essay (at least 2 pages)	10
Homeplace Essay (at least 5 pages)	20
Annotated Bibliography (at least 2 pages)	10
Research Project (at least 8 pages)	30
Creative Nonfiction (at least 5 pages)	10

### Grading Scale

A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C - 73-76, C- = 70-72, D = 60-69, F = 0-59.

**Note:** Whole-letter grades (A, B, C, and D) on essays are generally calculated as 96, 86, 76, and 66.

## Participation

**General Information:** Active and appropriate class participation is a required part of the course and an important step toward getting the most out of this class. Preparing for class includes reading the required texts *before* class and being prepared to discuss them on the day they appear on the course calendar. Careful preparation also includes completing any other assigned work (like out-of-class discussions and essays) and turning this work in on time. Everyone should also be in class physically and mentally, listen attentively to others, ask questions when appropriate, successfully complete in-class writing assignments, and participate in all other assigned class activities.

How does this translate to a participation grade? If you come to class prepared and offer careful comments, ask meaningful questions, or share ideas, you’ll lock full credit for that day’s session. If you come to class prepared, but do not actively participate in class conversations or demonstrate understanding and connections in other meaningful ways, you will earn a partial credit for the day. Disrupt class or appear distracted, and you’ll earn no credit for the day. Students will also earn for outside-of-class participation points for completing short online assignments, so please check WebCampus regularly, complete the assignments carefully, and turn them assignments in on time to earn full credit for each. Please ask about this policy as my goal is to encourage regular, active, appropriate participation from everyone rather than having students see participation merely about “getting points in the gradebook.”

One non-negotiable part of earning at least a passing grade (C or above) for course participation is to meet with one of the Honors College Writing Consultants. Details about scheduling and participating in these sessions will be provided in class and posted on WebCampus.

**Attendance:** Seminar-style classes include the kinds of in-class participation and assignments that are difficult to reproduce after the fact. If you miss class for any reason, it is your responsibility to locate any handouts or essays or other information on our course website. Because our class meets in person only once a week, in-person attendance is particularly important. If you miss more than two weekly class meetings, you will not pass the course. Being late can cause disruptions, so please work to be on time and understand that being late to class by more than five (5) or more minutes on two occasions will count as an absence. Generally, I make no distinction between “excused” and “unexcused” absences. You are present, or you are not. The only regular exceptions are the university-level policies described below and accommodations authorized and coordinated by the DRC. Please note though, I am a reasonable person, so if there are temporary or long-lasting concerns that keep you from coming to class, I want to know what I can do to help. Additionally, if you are impacted by COVID-19, please work with me to determine the best way for you to continue in the class.

**Absences Due to University Activities and Religious Holidays:** Students who represent UNLV at any official extracurricular activity shall 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). 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, but those students must follow the policies outlined later in this syllabus and explained more fully in the University catalog.

**Class Conduct:** Everyone should respect the class as a place for learning. Demonstrating respect for your peers and instructor is 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. Appropriate class conduct also extends to our use of technology. Far too often, we simply assume our standard approach to technology works in all situations and circumstances, but (as with writing) we should consider audience, situation, and appropriateness when we use technology. Under normal circumstances and unless we are using them as part of a class activity or project, I consider using phones, tablets, or laptop inappropriate. If a student disrupts the class, that individual may be asked to leave the class and then will be counted absent for the day.

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## Other Course Assignments

**Informal and Formal Responses:** In-class responses have no standard format (other than placing your name and the date at the top left of the response), so please pay attention when I assign them. These in-class responses count as part of your participation grade. As mentioned above, I will also assign informal, out-of-class responses, which will count toward either toward your participation grade or toward the points for a specific paper.

Formal, out-of-class responses should respect the following guidelines: they should be typed, double spaced, and at least 500 words long. Please begin with a double-spaced heading on the top left of the first page (including your name, our class and section, the assignment name, and the due date). Next, skip a line and provide a centered title (something that suggests the focus of your response). Then, skip another line and begin your double-spaced response. End with an accurate word count for the response only (that is, do not include the heading or title). These responses will help prepare you for class discussions and allow you to develop ideas for the longer, formal essays. While I encourage you to respond honestly, remember that this is an academic assignment rather than a personal reflection.

**Diagnostic:** At the beginning of the semester, I’ll assign a diagnostic essay. You’ll read a specific text (or texts), then compose and revise a response that demonstrates how well you understand the text’s argument and follow directions. Check the calendar section of our class syllabus for the specific due date.

**Major Research & Writing Projects:** The key to good writing is revision, so the three major class essays require multiple drafts. I will comment on at least one draft of each essay, and your fellow students will also provide

*meaningful* feedback (I may ask for your reviews of how helpful this feedback is) on early drafts. Based—in part—on feedback, everyone will complete and submit a “final” version that I will review and grade. There may also be opportunities to revise the graded “final” draft of course essays. Please turn in all drafts on time and make sure to follow all assignment guidelines (including making sure that they are typed.) A handwritten or a partial draft is an incomplete draft! Late work is—in its own way—incomplete work. Late essays and assignments will receive a one-step grade penalty (for every calendar day late). One step means, for example, moving from a B to a B-. After 72 hours, the assignment will receive a zero.

**HC Writing Center Consultations:** As mentioned earlier, one part of each student’s work this semester will be meeting with an Honors College Writing Consultant. Doing so will be required to earn a passing grade (C or above) for course participation. More information about these consultations will be provided once the semester begins.

## University Policies

### Public Health Directives

Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus, <https://www.unlv.edu/coronavirus/health-requirements>. 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, [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), 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, <https://www.unlv.edu/studentconduct/student-conduct>.

### Auditing a Course

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 cellular phones and pagers, or other 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 some instruction to be delivered remotely starting in Spring 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 student or employee 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 copyright policy information is available at <https://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The UNLV Disability Resource Center (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester and make an appointment to discuss their accommodations with their instructors.

### **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, <https://www.unlv.edu/registrar/calendars>.

### **Identity Verification and Online Course Requirements**

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, <https://www.unlv.edu/studentconduct/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, <https://www.it.unlv.edu/policies/acceptable-use-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, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at <https://ask.library.unlv.edu/>.

### **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, <https://catalog.unlv.edu/content.php?catoid=39&navoid=10666>.

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 submits 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. Sending emails within

WebCampus-Canvas is also acceptable.

### **Title IX**

UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. To learn more or to report an incident, please visit the Office of Equal Employment and Title IX website at <https://www.unlv.edu/compliance>. Please be aware that as an instructor, I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV's Title IX Coordinator. You can also report concerns directly using the online reporting form, at [https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout\\_id=18](https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18), or via email at [titleixcoordinator@unlv.edu](mailto:titleixcoordinator@unlv.edu) or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact the Care Center at <https://www.unlv.edu/carecenter> or 702-895-0602.

### **Tutoring and Coaching**

The Academic Success Center (ASC), at the Claude I. Howard Building, 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, <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC 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, <https://writingcenter.unlv.edu/>, 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.

### **988 FREE 24/7 Suicide & Crisis Lifeline**

In addition to campus resources such as the Counseling and Psychological Services (CAPS) website at <https://www.unlv.edu/caps>, visiting the YOU@UNLV website at <https://you.unlv.edu/>, and Early Alert (for graduate students, at <https://www.unlv.edu/graduatecollege/academy/early-alert>), you may now call or text 988 or chat at [988lifeline.org](https://988lifeline.org) if you or someone you know is in crisis and in need of support.

### **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, <https://www.unlv.edu/about/statements-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.

### UNLV Land Acknowledgement

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudinu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.

### A Final Policy Note

This syllabus is formal document outlining major policies—including underlying University policies—guiding our class. Even at eight pages, I have not, been exhaustive, so please pay attention to other documents discussed in class and posted to WebCampus/Canvas. You are responsible for understanding *all* the information and requirements put forth in this document, our course Canvas site, and any other materials provided throughout the semester. Having said that, I want you to ask questions if something seems unclear or policies seem contradictory. This document may need revision, so please be aware that changes to class policies and to the course calendar (including due dates and class assignments) may be needed.

### Tentative Class Calendar

Reading assignments should be completed before the beginning of our session on the dates listed. The reading schedule includes *many* of the primary, required texts; however, once I gauge class interest and pace, I will post supplemental readings or replace readings on Canvas as needed. There will also be additional assignments and due dates posted that are not listed on the calendar below, so please check Canvas for details. As I mention in “A Final Policy Note” above, due dates, readings, assignments, and class policies may need to change, so think of this syllabus as are common starting point rather than the final, complete word on what we do inside and outside of class.

- 8/29 Course and student introduction. Assign Diagnostic.
- 8/31 **Reading:** “1 In 4 Australians Is Lonely. Quality Green Spaces in Our Cities Offer a Solution,” “Parks Help Cities – But Only if People Use Them,” and “Parks and Green Spaces Helped Us Get Through Lockdown – But Not Everyone Has Equal Access” (on Canvas).
- 9/5 **Diagnostic Essay Due.**
- 9/7 **Reading:** Intro to *Ways of Reading* and Kahn “Putting Ethnographic Writing in Context” (on Canvas).
- 9/12 **Reading:** Picken, “What is Ethnography?” (on Canvas).
- 9/14 Writing Workshop. **Reading:** Behar, “The Vulnerable Observer” (on Canvas).
- 9/19 **Reading:** “MLA Papers” from *A Pocket Style Manual*. **Homeplace Essay Draft Due.**
- 9/21 Peer review completed via Canvas. **Reading:** “In and Out of Elevators in Japan” (on Canvas).
- 9/26 Reading: “An Ethnography of a Neighborhood Café” (on Canvas).
- 9/28 Small-Group Revision Workshop. **Homeplace Essay Final Due.**
- 10/3 Research Ideas, Research Planning. **Reading:** “Soapsuds, Space, and Sociability” (on Canvas).



- 10/5 **Reading:** Articles about online spaces (on Canvas).
- 10/10 Librarian Visit. Annotated Bibliography Workshop. **Reading:** TBA (on Canvas).
- 10/12 Analyzing and Engaging with Others' Ideas. **Reading:** TBA (on Canvas). **Homeplace Essay Final Due.**
- 10/17 **Annotated Bibliography Draft Due.**
- 10/19 Annotated Bibliography revisions. **Reading:** TBA (on Canvas).
- 10/24 **Reading:** Pratt, "The Arts of the Contact Zone" (on Canvas) .
- 10/26 **Annotated Bibliography Final Due.**
- 10/31 Moving from Background to Exploring Community. **Reading:** TBA (on Canvas).
- 11/2 Research Report vs. Research Project, **Reading:** TBA (on Canvas).
- 11/7 Introduce creative nonfiction. **Research Project Draft Due.**
- 11/9 **Peer Review of Research Project.** **Reading:** Creative nonfiction samples (on Canvas).
- 11/14 Research Project draft meetings. Sign-up sheet posted on Canvas.
- 11/16 Research Project draft meetings. Sign-up sheet posted on Canvas.
- 11/21 Q & A about Revision.
- 11/23 In-class revision and editing workshop.
- 11/28 **Research Project Final Due.** Creative nonfiction drafting workshop.
- 11/30 Creative nonfiction drafting workshop.
- 12/5 The Personal Essay and Storytelling. **Reading:** Oral storytelling (on Canvas).
- 12/7 **Creative Nonfiction Project Draft Due.** Peer review of Creative Nonfiction.
- Finals Week
- 12/14 **Creative Nonfiction Project Final Due.**

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" The best advice I can give on this is, once it's done, to put it away until you can read it with new eyes. When you're ready, pick it up and read it, as if you've never read it before. If there are things you aren't satisfied with as a reader, go in and fix them as a writer: that's revision."

— Neil Gaiman

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