

Writing for Life
HON 245-01
Course Syllabus, Fall 2023



Instructor: Julie Jenner

Meeting Time: Monday, Wednesday, and Friday, 11:00-11:50 pm

Meeting Place: Doti Hall 105

Instructor's e-mail: jenner@chapman.edu

Zoom Office Hours: email for appointment

Course Description

This workshop-based seminar course encourages students to practice and discuss core concepts in writing studies. Writing is viewed as a complex social and rhetorical activity that requires significant cognition, creativity, and collaboration. Students from different disciplines come together to explore how language and visual storytelling can express and negotiate a particular point of view across various genres, media, and rhetorical situations. Students engage in various composing practices and texts and produce original products that are analytical, original, and multi-modal. (Offered as needed.) 3 credits. *Prerequisite: Acceptance to the University Honors Program, or consent of instructor and Honors Director.*

Learning Outcomes

Honors Program:

Upon completing a course in the University Honors Program students will have:

- obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;

- sharpened their ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood);
- understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;
- developed effective communication skills.

Written Inquiry (WI):

Student establishes active, genuine, and responsible authorial engagement; communicates a purpose—an argument or other intentional point/goal; invokes a specific audience, develops the argument/content with an internal logic-organization; integrates references, citations, and source material logically and dialogically, indicating how such forms of evidence relate to each other and the author’s position; and composes the text with: a style or styles appropriate to the purpose and intended audience, a consistent use of the diction appropriate to the author’s topic and purpose, the ability to establish and vary authorial voice(s) and tone(s), a choice of form(s) and genre(s) appropriate to purpose and audience (forms may be digital and/or multimodal), and rhetorically effective use of document design.

Course Specific:

Students will:

- discover strategies and concepts in composition, rhetoric, and research that can be transferred across media and multiple writing genres.
- understand how writing is used to negotiate social, educational, and intellectual relationships in various contexts to a range of audiences.
- participate in writing as a discovery process of self and society.
- learn how to give constructive feedback to other writers.
- recognize the benefit of multiple drafts, feedback, and revision in the writing process.
- engage in regular writing practice and complete a revised portfolio of work.

Course Components

Course Format

We will meet in class on Mondays, Wednesdays, and Fridays from 11 am to 11:50 am unless directed otherwise. Exceptions might include field trips, fieldwork, or individual conferences. Check the updated course schedule or conference schedule for special meeting places.

Required Texts

Naming What We Know: Threshold Concepts in Writing Studies, Classroom Edition (ISBN: 978-1-60732-577-2) by Linda Adler-Kassner and Elizabeth Wardle is a required text to purchase for the course. You will also be asked to engage with a variety of selected works that speak to topics in rhetoric and composition and/or serve as examples of the types of compositions you will be

creating for the course. Links for these readings and viewings will be provided on Canvas Modules.

Technology Requirement

You will need to bring a laptop or comparable device to each class to engage in online discussions or for other in-class activities. Assignments are submitted through the Canvas course site.

Technology and the Quality of Your/Our Education

You will need to bring a laptop or comparable device to each class to engage in Canvas discussions or for other in-class exercises. This course employs features of Canvas. It is your responsibility to learn to use all the web functions that are relevant to the course.

We are all challenged these days by the ways in which our digital devices – including laptops, tablets, and phones – can steal our attention away from our immediate surroundings. A significant body of research demonstrates that when students engage in off-task behavior on their devices, it hurts the learning of the peers sitting near them.

This class depends upon everyone's active engagement. Your ideas will become richer when they are articulated and engaged in dialogue with the ideas of your peers. If you are focused on your device, instead of our work, you are depriving the entire class of your ideas and questions – both of which we all want to hear. Your attention contributes to all of our learning.

Finally, since so much of the course depends upon discussion, I want to ensure that we all respect one another by listening to each other. We all have likely had the demoralizing experience of trying to speak or perform with someone who was focused on their phone and feeling hurt by their lack of attention to us. In this class, I want us to respect everyone's voices by being present and listening to each other.

I'm committed to fostering a mindful classroom to make our time together an opportunity for deep learning, inspiration, and meaningful discovery.

- To that end, I strongly discourage idle and off-task laptop use. You may use laptops to read the texts and take notes in the course as you wish and as needed. If you use a laptop, close any tabs unrelated to the course. Consider getting an app or program that can help you take and save notes directly on the texts themselves.
- You may have your phone out on your desk but keep it facedown so you are not continually seeing new notifications that steal away your attention. Those continued flashes of light have been engineered to hijack your attention and can hurt both your learning and the learning of your peers.
- There will be times in class when I want everyone to put their devices away and focus on some activity: a quick writing exercise, a discussion circle, or a worksheet. In those activities, we will all be device free.
- Finally, in order to show everyone that we are listening respectfully to one another, please remove any earbuds at the start of class.

Use of Generative AI Tools in this Class

Generative AI tools, especially large language model chatbots like ChatGPT, are widely used today in many contexts. Learning to use AI responsibly and ethically is thus an important concept to engage with thoughtfully in your work as a student and beyond. Students should, however, be aware of the limits of generative AI tools such as ChatGPT:

- The quality of the prompt fed to the chatbot directly correlates to the quality of the generated text you will receive. Making the most of ChatGPT requires being thoughtful about how you write your prompts.
- Fact-check all AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool and how you used it. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies.

The following examples demonstrate approved uses of AI in this course. You can take advantage of a generative AI to:

- Brainstorm ideas, draft an outline, clarify thoughts, and/or generate keywords.
- Fine-tune, expand, or clarify your research questions.
- Check grammar, writing conversions, and style; help you find an expression.

The use of generative AI tools is not permitted in this course for the following activities:

- Using the AI tool to compose a response to discussion board prompt or to enter content into a chat in a classroom context (e.g., Zoom).
- Completing your specific task for assigned group work.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments

Caution: Using an AI-content generator such as ChatGPT to complete an assignment without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work, and you attribute the use of any tools and sources.

Tentative Course Schedule

The course schedule with in-class activities and homework assignments is posted on Canvas. Please note that readings and assignment due dates are subject to change. Always consult a refreshed version of Canvas for the most recent version of course schedule.

Schedule of Course Topics:

Part 1, Weeks 1-3: Writing About Writing

We will begin the course by exploring writing through interdisciplinary perspectives and individual experiences, considering the relevancy of subjectivity and first-person narratives and the importance of recording what is human in an increasingly technological world.

Part 2, Weeks 4-6: Writing & Identity

We will continue engaging with concepts and vocabulary used in the discourse community of writing studies, as well as exploring through our discussions and assignments how personal identity and creativity influence our composition and reading of texts.

Part 3, Weeks 7-9: Writing for Discovery:

Writing is an invaluable tool for discovering the world around us and our place in it. For this portion of the course, students will compose an interdisciplinary research/exploratory-based project that engages deeply with a chosen topic of interest.

Part 4, Weeks 10-12: Writing the World:

We examine the social structures around us for inspiration and information and to understand how we might best negotiate our point of view within the greater social context and with a particular audience in mind.

Part 5, Weeks 13-14: Final Writing Portfolio:

The final two weeks of the semester are focused on the compilation and refinement of a body of work completed throughout the semester. The final portfolio serves as the final exam for the course. Students will present content from their portfolios during the final week of classes. The portfolio itself is due on the assigned final exam date.

Areas of Assessment

Participation + Preparation + Engagement: Your presence is crucial to your success in this class. Because we do a lot of group work, your peers depend on you being present and attentive. You respect the writing community by being informed and fulfilling your responsibilities to your classmates. Participation will be evaluated based on your performance in a combination of activities, including overall attendance, collaborations, discussions, and Canvas discussion posts (reading responses and content generation exercises) throughout the semester. This component comprises 10% of your overall grade.

Attendance

I take attendance at the beginning of class each day. The University recommends as a minimal policy that students who are absent 20 percent of the course should be failed. For this course, you are allowed 3 unexcused absences. I allow for three unexcused absences because I understand how life has a way of sometimes

interfering with our regular schedules, so use these absences wisely. For each unexcused absence over the 3 allowed, your participation grade will be lowered 5 grade points. Though I appreciate the heads up immensely, simply telling me in advance that you will be absent from class does not excuse the absence; it merely explains it. For an absence to be considered excused, official documentation must be provided. Some examples of official documentation include a note from the campus health center or a doctor in case of sickness, a copy of the notice in case of jury duty or some other court hearing, or a note from an instructor regarding an absence due to performance or sport. Let me know immediately if you need clarification about the nature of the absence or its documentation.

Tardiness

Tardiness is disruptive to the class and is noted on the attendance roster. I understand having to be late due to unavoidable circumstances; however, if I notice your tardiness becoming excessive or habitual, I will be lowering your participation grade, with 3 tardy arrivals being equivalent to one unexcused absence. It is your responsibility to complete all assigned reading and work for any missed class sessions. All assignments, due dates, handouts, and readings will be posted on Canvas before the class.

Collaborations, Discussions, and Posts

We are a community of writers and learners in this course. You will engage with peers for group discussions, workshops, as well as group activities and Canvas Discussion posts assigned throughout the semester. Giving and receiving feedback on works in progress is invaluable to growing as a writer and understanding writing as a social process. There will be times when we will be utilizing the *Discussion* board feature on Canvas to post your responses to peer work and other activities. The content of these posts will range from creative exercises to responses to readings and viewings. This is a community space, so be mindful that peers will also have access to the material you post.

You will receive all participation points when you attend class regularly (not having more than three unexcused absences), are on time, are engaged learners, bring readings and necessary materials to class (this includes laptops and any required texts), avoid distractive use of technology (using phones in class for personal communication), contribute regularly and in an informed manner to the class discussions, successfully collaborate with others, participate in any class activities such as assigned discussion posts and presentations, manifest professional behavior (also in email exchanges), and help others to do all of the above. Your participation grade will count 10% of your grade for the course.

Writing Projects (x 4)

You're required to complete four composed projects for the course. Guidelines for all projects will be posted on Canvas as they are assigned. Projects are completed in two phases. The first phase is the draft. This version is submitted to peers for workshop purposes only. After considering feedback on your draft from your peers, you will revise your draft and submit your revision for a grade. This completes the second phase. Please note that both phases must be submitted in order to consider the project as complete. Failure to turn in the draft phase on time will result in a 10-point penalty applied to the final grade for the project. The revision phase is subject to the late work policy described below in the Late Work Policy section. Each project will comprise 15% of your grade for the course. Please note that in order to be eligible to submit a final portfolio, you must have completed and turned in all four projects above. Refer to an updated course schedule on Canvas for due dates.

4. Final Portfolio

The final for the course consists of revised work you prepared throughout the semester and a reflective letter and counts 30% of your final grade. You will be provided guidelines for composing the portfolio around mid-semester, and it will be due during our scheduled final exam time. During the last week of classes, you will present the content of your portfolio to the class.

Late Work Policy

As mentioned above, late assignments will not be accepted without penalty without an excused absence and an approved extension. You must turn in all assignments on time to receive credit. Project drafts, if late, receive a one-time 10-point penalty that will be applied to the graded revision phase of the project. Please note that 10 points will be automatically deducted for any project revision not posted on Canvas by the due date. Don't wait until the last minute to submit work; give yourself extra time in case any problems arise. If by chance you are having any difficulties posting to Canvas that day, send me a copy of your assignment by email, using your student email.

Course Evaluation

Grades will appear on Canvas as they come available. The percentage breakdown is as follows:

Preparation + Engagement + Participation	10%
Project #1: <i>Writing About Writing</i>	15%
Project #2: <i>Writing Identity</i>	15%
Project #3: <i>Writing for Discovery</i>	15%
Project #4: <i>Writing the World</i>	15%
Final Portfolio	30%
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Total	100%

A-100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D 66-64; D- 63-60; F 59-0

Individual Conferences

You will schedule a time to meet with me one-on-one around mid-semester to discuss your work and progress in the course. We will not hold regular class meetings during the conferencing days, but you are required to complete any assigned readings and assignments as directed in the course schedule. Conferences are a good time to discuss any concerns or challenges you are having with the class or with writing in general, or to discuss ideas for projects and revisions. Outside of this mandatory conference, please feel free to schedule by email any other meeting times with me outside of class.

Field Work and Trips

There might be days when the class will be conducted outside the usual classroom space. Locations will be announced in advance and posted on the course schedule.

Guest Speakers and Special Events

As needed, I will make space in our course schedule for guest speakers and special campus events that inform the content of the course. Locations and times will be announced in advance and posted on the course schedule.

Additional University Policy

Chapman University's Academic Integrity Policy. "Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university Academic Integrity Committee, which may impose additional sanctions including expulsion. Please see the full description of Chapman University's policy on Academic Integrity at www.chapman.edu/academics/academicintegrity/index.aspx."

Chapman University's Students with Disabilities Policy. "In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Disability Services Office. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or visit www.chapman.edu/students/student-health-services/disability-services if you have questions regarding this procedure or for information or to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course."

Chapman University's Equity and Diversity Policy. "Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy. Please see the full description of this policy at <http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx>. Any violations of this policy should be discussed with the professor, the dean of students and/or otherwise reported in accordance with this policy.