HON 222
Honors Composition: Rhetorical Agency Across Genres

Course Description:
Prerequisite: acceptance to University Honors Program, or consent of instructor.
Honors Composition prepares students to write effectively in response to ongoing academic discussions in a number of different genres. This class is about writers learning to “situate” themselves in relation to texts and ideas, learning to analyze for rhetorical effect, and writing through those processes. (Offered as needed.) (3 credits)

Writing as a Social Act:
Although you might view writing as a solitary act, much research suggests that writing is fundamentally social. We write in response to others, to enlighten or persuade others, to “communicate” specific ideas, attitude, beliefs, concerns, fears or hopes. The concept of the single, isolated, tortured artist thrashing about with the restraints of reality is a fiction from the 19th century, historically traceable. In this class, you will all be asked to contribute to the numerous ongoing conversations through class participation, and mostly through writing.

Honors Program Learning Outcomes:
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, specifically in the areas of written and oral exposition and analysis.

Course Learning Outcomes:
By the end of the semester, students will be able to
• Demonstrate critical reading
• Use relevant details, examples, and discussions to enhance, challenge, or clarify ideas in writing
• Demonstrate an understanding of the connections among audience, purpose, content, style, and form
• Respond effectively to different kinds of rhetorical situations
• Use conventions of format, genre, design, and structure effectively
• Use new media effectively and rhetorically
• Adopt voice, tone, style, and level of formality effectively
• Use electronic environments for drafting, researching, revising, sharing, and editing texts.
• Compose in multiple modes

In addition, this course will follow the WPA Learning Outcomes located at http://wpacouncil.org/positions/outcomes.html/ to satisfy 7WI classification.

Content:
• Joining the Conversation—an overview of the relationships among language, thought, and social structure. Kenneth Burke’s “On-Going Conversation” from Philosophy of Literary Form, and “Terministic Screens” from Language as Symbolic Action.
• Writing Genres—“Essays aren’t the only form of academic discourse.” Identification and examination of a range of rhetorical genres, discourse forms, and communicative purpose.
• Workshop Writing—how peer review and discussion help refine persuasion.
• Academic Agency—learning to be responsible for one’s discourse choices.
• Developing Rhetorical Understanding—the power of context in critical thinking.

Current Required Texts:
• Online course documents and readings available on Blackboard.

Instructional Strategies
This will be a writing workshop that uses texts, film, web sources, lecture and discussion. Students need access to **Blackboard**, where I will post the syllabus, our daily schedule, and other important documents. Students should check **Blackboard** regularly. As part of this course, you’ll meet with me **at least once** outside of class for **student-teacher conferences**. Missing a scheduled conference will count as an absence and affect your participation grade. I encourage students to set up additional conferences as needed. This can be considered a **Hybrid** course in that some work will be done electronically rather than in the classroom.

**Methods of Evaluation:**

**Participation is mandatory.** This course requires regular attendance and thoughtful, respectful, and regular participation in class discussion and group work. If you must miss class for an illness, a school sponsored event, or an emergency, it is your responsibility to find out what you missed and how and if you can make it up. Please check **Blackboard** regularly for changes to the assignments. If you miss class, talk to a reliable classmate who was there.

Participation also includes **in-class writing**. From time to time, I’ll ask you to write in class on a reading or in preparation for an assignment. You will also be writing responses to your classmates’ writings in **peer review** groups. You may not make up in-class writings, but if you miss only a few classes and your participation is otherwise good, your grade will not suffer. At the end of the semester, I consider your attendance and the quality of your participation, peer reviews, and in-class work along with writing assignments. **These elements constitute 10% of final grade.**

**Graded Writing: Six 4-5 page finished papers will constitute 90% of final grade.** Formal compositions go through the writing process: you will write multiple drafts, receive instructor and classmate comments, and revise and edit in response to these comments.

Formal writings should be submitted electronically as Word Documents, double-spaced, in a 12- point font.

**Late Work**
Late Papers cannot be revised.

**Plagiarism** (buying papers, forging papers, copying chunks of text and claiming them as your own, and other forms of claiming people’s ideas and
words as your own) may lead to a failing grade on a paper or in the class. Plagiarism and copyright are complicated issues, and we’ll discuss them and the rules of documentation in class. If you have any questions about what constitutes plagiarism, ask me.

**Chapman University Academic Integrity Policy:**
Chapman University is a community of scholars which 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 not be tolerated anywhere in the university.

**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 inform the instructor at the beginning of the term. Upon recommendation from the Center for Academic Success, adaptations of teaching methods, class materials, including text and reading materials or testing may be made as needed to provide for equitable participation.

- **Take advantage of the writing center in DeMille**—tutors there will help you at any stage of the writing process.

**Prepared by:** Doug Sweet, March, 2013