

# Writing for Life

HON 245-01  
Course Syllabus, Fall 2024

**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](mailto:jenner@chapman.edu)

**Zoom Office Hours:** email for appointment

## Course Description

In this course, writing is viewed as a complex social and rhetorical activity that requires significant cognition, creativity, and collaboration. Students from different disciplines work together to explore how language and visual storytelling can express and negotiate their points of view across various nonfiction genres, media, and rhetorical situations. Students engage in various composing practices and texts and produce original products that are analytical, creative, and multi-media, drawing inspiration from their individual life experiences and research. (Offered as needed.) 3 credits. *Prerequisite: Acceptance to the University Honors Program, or consent of instructor and Honors Director.*

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## 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 materially 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.
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## **Course Components**

### **Course Format**

Unless directed otherwise, we will meet in class on Mondays, Wednesdays, and Fridays from 11 am to 11:50 am. 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
- ***Write It Slant, 3<sup>rd</sup> Edition***, by Brenda Miller and Suzanne Paola (978-1-260-45459-8)

The above are required texts to purchase for the course. You will also be asked to engage with various 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 as required.

### **Technology Requirement and the Quality of Your/Our Education**

You must bring a laptop or comparable device to each class to engage in online discussions or other in-class activities. Assignments are submitted through the Canvas course site. This course employs features of Canvas. You are responsible for learning to use all the web functions relevant to the course.

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.
- There will be times in class when I want everyone to put their devices away and focus on some activity: an outside exercise, a discussion circle, or a worksheet.
- Finally, to show everyone that we are listening respectfully to one another, please remove any earbuds at the start of class. If you require earbuds to accommodate a learning difference, please let me know via email.

### **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 a 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 the course schedule.

### **Schedule of Course Topics by Week:**

Week 1: ***Writing as a Discipline, Activity, and Area of Study***

Topics: rhetorical situation of all writing, power of writing communities, nonfiction genres and forms across disciplines.

Week 2: ***Nonfiction and Experience***

Topics: exploring forms of nonfiction, memory mining, and the senses.

Week 3: ***Writing Process, Ideology, and Identity***

Topics: writing process, reading for writing, writing identity and ideology

Week 4: ***Generating Writing Material: From Whom and Where We Come and All We Are***

Topics: basics of effective writing, writing as a witness

Week 5: ***Drafting and Workshopping the Personal Narrative***

Topics: writing and cognition, effective feedback, and peer review.

Week 6: ***Revision Process and Composing Autoethnography***

Topics: logic of revision, the complex genre of autoethnography

Week 7: ***Week 7: Conferencing & Fieldwork***

Topics: midterm individual conferences, conducting fieldwork research for autoethnography

Week 8: ***Research and the Essay***

Topics: integrating research in essay writing, using components of narrative and literary devices in autoethnography

Week 9: ***Art-Inspired Writing***

Topics: peer review of autoethnography, field trip to museum, drawing words, writing pictures

Week 10: ***Mixed-media, Cross-Genre, Hybrid, and Digital Works***

Topics: invention in the digital age, writing across genres and media

Week 11: ***Composing Mixed-Media***

Topics: writing across genre, media and forms

Week 12: ***Philosophy of Writing for Life***

Topics: effective writing practice and habits, drafting a writing manifesto, reflecting on writing process

Week 13: ***Critiquing Multi-Media, Preparing Your Portfolio***

Topics: peer review of multi-media projects, how to perform your writing

Week 14: ***Fall Break***—no class meetings.

Week 15: ***Performing Writing***

Topics: Class presentations/performances of portfolio contents

Finals Week: ***Final Portfolios Due***

**Areas of Assessment**

- 1. Attendance, Participation, and Engagement (APE):** Because we do a lot of group work, your peers depend on your presence and attention. You respect the writing community by being informed and fulfilling your responsibilities to your classmates. This component comprises 5% of your overall grade and will be evaluated based on your performance in a combination of activities, including overall attendance, collaborations, and discussions, throughout the semester.

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 on occasion; 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.

You must 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.

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.

- 2. Writing Journal Entries:** You are required to respond to weekly journal prompts. These entries include responses to assigned readings, writing prompts, and peer response activities. The prompts for these entries can be found in the weekly course schedule on our Canvas site. Sometimes, there is more than one prompt per entry. These entries are graded complete/not completed and are an example of low-stakes writing. Make sure to answer all parts of the prompt thoughtfully and thoroughly to receive all points. This component makes up 10% of your overall grade.
- 3. Core Writing Projects:** You must complete **three** core projects for the course. Guidelines for all projects will be posted on Canvas as they are assigned. Projects are completed in phases specific to each project (proposal, draft, revision, and reflection). Failure to turn in the draft phase on time for peer review 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 20% of your course grade and be included in your final portfolio. Please note that in order to be eligible to submit a final portfolio, you must have completed and turned in all three 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 about your writing process over the semester and counts 25% 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/perform 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 full 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 technical 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 become available. The percentage breakdown is as follows:

<b>Attendance + Preparation + Engagement (APE)</b>	5%
<b>Writing Journal Entries</b>	10%
<b>Core Project #1: <i>Personal Narrative</i></b>	20%
<b>Core Project #2: <i>Autoethnography</i></b>	20%
<b>Core Project #3: <i>Multi-media</i></b>	20%
<b>Final Portfolio</b>	25%
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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 meeting 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 week, but you must 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, writing in general, or ideas for projects and revisions. Outside of this mandatory conference, please feel free to schedule any other meeting times with me outside of class by email.

### 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.

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## **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](http://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](http://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.