**COURSE DESCRIPTION**

This course is intended to help you become a better writer, a careful reader, and a critical thinker. It will prepare you for the kind of reading, writing, and thinking that will be expected of you in your college classes. This course requires that you 1) write a lot; 2) read ALL material carefully and critically; 3) complete all assigned work; 4) take responsibility for your own learning.

Our topic for this semester is the individual and the public good. We will read and analyze essays and stories that examine the rights and responsibilities of individuals and that explore how these rights and responsibilities may be balanced against the needs of larger groups or of society as a whole. The course, unlike most of your other classes, meets four hours a week. The fourth hour (scheduled from 12-1 on Wednesday afternoons), will mostly serve as a lab session, in which we will focus very specifically on student writing. In these labs, students will often read and comment on each other’s work, and we will focus on the nuts and bolts of good writing.

**BOOKS**

- *The Trial and Death of Socrates*, Plato
- *A Vindication of the Rights of Woman*, Mary Wollstonecraft
- *Self-Reliance and Other Essays*, Ralph Waldo Emerson
- *Civil Disobedience and Other Essays*, Henry David Thoreau
- *Great Speeches*, Abraham Lincoln
- *The Things They Carried*, Tim O’Brien

**GENERAL EDUCATION STUDENT LEARNING OUTCOMES**

As a course that fulfills the general education first-year writing requirement, HONS 110 has the following learning outcomes:

- Students analyze a source’s rhetorical situation
- Students substantiate claims with evidence

These outcomes will be assessed using the homework assignment that involves Analyzing the Rhetorical Situation of a Text.
COURSEWORK
Your written work for the course will consist of five out-of-class papers, one of which will be turned into a group presentation at the end of the semester. Some of the out-of-class papers will first be turned in as drafts, commented on by myself and fellow students in workshop sessions, and then revised and turned in as finished papers. I will give you more information about each paper, including a written assignment sheet, well in advance of its due date. Coursework will also include several peer evaluations of classmates' papers, informal writing on our class blog, and a final portfolio assessment of your work for the semester.

BLOG
For each day we have assigned readings in the course (approximately 16-17 days altogether), students may post a response to the reading on our class blog. I will provide a prompt for each of these days to get you started thinking. You may respond to the prompt if you like, but you may also respond to other students' comments, or to anything else that interests you in the reading. Blog posts must be at least 200 words to receive full credit for the day. You will be expected to post 10 blog comments during the course of the semester. Each blog post that meets the requirements is worth 2 points, for a maximum of 20 points altogether.

ATTENDANCE
Regular attendance and participation are requirements to pass the course. You may take 3 absences without being penalized (although I don't recommend it—it's best for you to be in class every meeting). I don't distinguish between excused and unexcused absences, so you should save your 3 absences for when you're really sick or out of town. For each absence over 3 (for any reason—excused or unexcused), I will automatically subtract 3 points from your final course average. You are responsible for all work covered during your absence.

GRADING
This class will use a grading system that’s sometimes called “specifications grading.” What that means is this: I will not grade each individual writing assignment with a grade of A, B, C, and so on. Rather, each assignment will have specific requirements or “specifications” that it must meet. If your assignment meets these specifications, it will receive a grade of “satisfactory.” If it doesn’t, it will receive a grade of “unsatisfactory.” Complete, satisfactory work receives full credit, and incomplete or unsatisfactory work receives no credit. You will be awarded points based on how many satisfactory assignments you turn in.

You will receive two “tokens” that may be used either for do-overs of unsatisfactory work or for late work. These do-overs may be used only on final versions of formal papers (not on drafts, homework assignments, discussion posts, or other informal, small-stakes writing assignments.) Do-overs must be completed within 48 hours of receiving the unsatisfactory mark. Late work must be turned in within 48 hours of the original due date. After you have used your tokens, unsatisfactory and late work will receive no credit.

Final grades will break down as follows:
Papers (90 points)
- Paper 1 10 points
- Paper 2 15 points
- Paper 3 15 points
- Paper 4 15 points
- Paper 5 25 points
- Portfolio 10 points

Total Points Available: 150
- 140-150 = A
- 135-139 = A-
- 131-134 = B+
- 125-130 = B
- 120-124 = B-
- 116-119 = C+
- 110-115 = C
- 105-109 = C-
- 101-104 = D+
- 95-100 = D
- 90-94 = D-
- Below 90 = F

Drafts (20 points)
- Paper 2 5 points
- Paper 3 5 points
- Paper 4 5 points
- Paper 5 5 points

Peer Comments (15 points)
- Paper 2 5 points
- Paper 3 5 points
- Paper 4 5 points

Blog Posts (20 points)

Participation (5 points)

ACADEMIC INTEGRITY
All work submitted must be your own. You may discuss writing assignments and prepare for tests with your classmates (in fact, I strongly encourage you to do so), but all that you write should be yours. Incorporating others' words or ideas in your essays without proper acknowledgment, or any other form of academic dishonesty, will result in an "F" for the entire course.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

READING SCHEDULE
Read all assignments before coming to class on the dates below. Lab sections meet on Wednesday afternoons from 12:00-1:00 and will focus mostly on specific writing issues. Some of the course readings are available on the class website.

Week 1:  W 22 August  Course Introduction
          W 22 August  Lab  The Writing Process
          F  24 August  Read: Plato, "The Apology"
| Week 2: M 27 August | **Read:** Plato, "Crito"
| W 29 August | Continue Plato; Discuss Paper 1
| W 29 August Lab | Sentence Clarity, precision
| F 31 August | **Read:** Wollstonecraft, from *A Vindication of the Rights of Woman* (Introduction, pp. 6-10; Chapter II, pp. 18-36; Chapter XIII, Section 2, pp. 190-193)
| Week 3: M 3 Sept. | Continue Wollstonecraft; **Read:** Stanton, "Declaration of Sentiments and Resolutions..." (Class Website)
| W 5 Sept. | **Paper 1 Due;** Discuss Jefferson
| W 5 Sept. Lab | Thesis Statements
| F 7 Sept. | **Read:** Emerson, "Self-Reliance"
| Week 4: M 10 Sept. | Continue Emerson; Discuss Paper 2
| W 12 Sept. | **Hurricane Day Read:** Thoreau, "Civil Disobedience"
| W 12 Sept. Lab | **Hurricane Day** Paragraphing; downshifting
| F 14 Sept. | **Hurricane Day Continue Thoreau**
| Week 5: M 17 Sept. | **Hurricane Day Draft Paper 2 Due**
| W 19 Sept. | **Read:** Thoreau, “Civil Disobedience”
| W 19 Sept. Lab | Paraphrasing/downshifting; integrating quoted material
| F 21 Sept. | **Draft Paper 2 Due; Read:** Lincoln, "First Inaugural Address” and “Gettysburg Address”
| Week 6: M 24 Sept. | Small Group Workshops
| W 26 Sept. | Small Group Workshops
| W 26 Sept. Lab | Small Group Workshops
| F 28 Sept. | **Paper 2 Due;** Discuss Paper 3; **Read:** King, "Letter from Birmingham Jail" (Class Website)
| Week 7: M 1 October | **Read:** Malcolm X, “Message to the Grass Roots” (Class Website)
| **Tu 2 October** | **Draft of Paper 3 Due (e-mailed to me by noon)**
| W 3 October | Small Group Workshops
| W 3 October Lab | Small Group Workshops
| F 5 October | Small Group Workshops
| Week 8: M 8 October | **Paper 3 Due; Read:** *The Things They Carried* (through “Spin”)
| W 10 October | **Read:** *The Things They Carried* (through “Friends”)
| W 10 October Lab | Discuss Paper 4; Writing About Literature
| F 12 October | **Read:** *The Things They Carried* (through “The Dentist”)

Week 9: M 15 October  Read: *The Things They Carried* (through “Style”)  
W 17 October  Read: *The Things They Carried* (through “Field Trip”)  
W 17 October Lab  Invention Exercises Paper 4  
F 19 October  Read: *The Things They Carried* (finish book)

Week 10: M 22 October  Draft of Paper #4 Due  
W 24 October  Small group workshops  
W 24 October Lab  Small group workshops  
F 26 October  Small group workshops

Week 11: M 29 October  Paper 4 Due; Discuss Paper 5  
W 31 October  Finding/Evaluating Sources  
W 31 October Lab  MLA Citation Form  
F 2 Nov.  Library visit

Week 12: M 5 Nov.  Fall Break  
W 7 Nov.  Library time  
W 7 Nov. Lab  Library time  
F 9 Nov.  Annotated Bibliography Due; Group Meetings

Week 13: M 12 Nov.  Discuss annotated bibliographies; Research issues  
W 14 Nov.  Draft Paper 5 Due  
W 14 Nov. Lab  Small Group Workshops  
F 16 Nov.  Small Group Workshops

Week 14: M 19 Nov.  Small Group Workshops  
W 21 Nov.  Thanksgiving Break  
W 21 Nov. Lab  Thanksgiving Break  
F 23 Nov.  Thanksgiving Break

Week 15: M 26 Nov.  Group Meetings  
W 28 Nov.  Paper 5 Due; Group Presentations  
W 28 Nov. Lab  Group Presentations  
F 30 Nov.  Group Presentations

Week 16: M 3 Dec.  Last Day of Class; Discuss portfolio self-assessment

**Portfolio Assessment Due:** Friday, Dec. 7, e-mailed by midnight